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ABSTRACT

This report presents an evaluation of a bilingual education plan in its second year of operation. The major emphasis is on establishing a comprehensive, experimental, educational program utilizing the native language abilities of Spanish-speaking children as the primary medium of instruction until such time as the student is bilingual and capable in both English and Spanish. The program's hypothesis and design are discussed as are the personnel involved. The program and its scope are described, as are the bilingual-bicultural curriculum; acquisition, adaptation, and development of materials; and procedures for kindergarten and first and second grades. Community involvement and bilingual education as a tool for positive social change are considered. Finally, there is a discussion of staff development, budget requirements, and results.

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COMPTON UNIFIED SCHOOL DISTRICT
ESEA, TITLE VII 1970-1971

BILINGUAL PROGRAM
EVALUATION REPORT

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COMPTON UNIFIED SCHOOL DISTRICT
BILINGUAL EDUCATION PLAN
(1970-1971)

INTRODUCTION:

WITHIN THE TOTAL SCHOOL DISTRICT POPULATION OF 42,000 STUDENTS FROM KINDERGARTEN THROUGH TWELFTH GRADE 2,960 ARE SPANISH-LANGUAGE DOMINANT. WITHIN THE TOTAL JEFFERSON SCHOOL OF 698 STUDENTS 72% ARE SPANISH SURNAMED (DATA FROM HEW ETHNIC SURVEY, OCT. 1970) AND 277 OF THEM ARE SPANISH LANGUAGE DOMINANT. THE SECOND YEAR CONTINUATION OF THIS PROGRAM WAS PLANNED TO MEET THE INDIVIDUAL STUDENT NEEDS TO UTILIZE NATIVE LANGUAGE ABILITIES OF EACH SPANISH-SPEAKING PROJECT STUDENT AS THE PRIMARY MEDIA OF INSTRUCTION, UNTIL SUCH TIME AS THIS STUDENT BECOMES BILINGUAL AND CAPABLE IN HANDLING BOTH ENGLISH AND SPANISH.

THE SECOND YEAR COMPTON BILINGUAL-BICULTURAL PROJECT WAS DESIGNED TO MEET THE SOCIO-LINGUISTIC NEEDS, SOCIO-POLITICAL COMMUNITY DEMANDS AND LOCAL POPULAR CULTURAL AWARENESS REQUIRING LINGUISTIC RESEARCH INVESTIGATION. THIS PROJECT IS SITUATED IN A HEAVILY POPULATED URBAN AREA OF OVER 100,000 INHABITANTS OF METROPOLITAN LOS ANGELES WHICH DAILY FACES LOCAL COMMUNITY CONCERNS, EDUCATIONAL DEMANDS AND HUMANISTIC SITUATIONS OF EXTREME COMPLEXITY. TWO MAJOR PEDAGOGICAL GOALS WERE CONTINUALLY STRESSED. THE FIRST WAS TO HELP EACH PUPIL BECOME AWARE OF HIS UNIQUE SELF-WORTH AND DEVELOP HIS VALUE SYSTEM TO BECOME A RESPONSIBLE CITIZEN IN A DYNAMIC SOCIETY. THE SECOND WAS TO HELP EACH BILINGUAL-BICULTURAL STUDENT OBTAIN THROUGH ESEA, TITLE VII FUNDING, THE KNOWLEDGE, SKILLS AND DUAL LANGUAGE DEVELOPMENT NEEDED FOR INDIVIDUAL EDUCATIONAL GROWTH IN THE COMPLEX URBAN AREAS OF LOS ANGELES, CALIFORNIA.

BY BUILDING UPON THE LANGUAGE VALUES AND BELIEFS OF THESE CITIZENS OF LATIN AMERICAN HERITAGE, THIS SECOND YEAR PROGRAM INTRODUCED FLEXIBILITY AND DIVERSITY IN SUBSTANTIVE CONTENT AND IN TEACHING STRATEGIES. TO THE CONTINUAL CHALLENGE OF BUILDING A TRULY DEMOCRATIC EDUCATIONAL SYSTEM, RESPONSIVE TO THE "MEXICAN AMERICAN" MINORITY GROUP IN COMPTON, AN INNOVATIVE, CREATIVE BILINGUAL CURRICULUM WAS DEVELOPED.

THIS REPORT REPRESENTS AN ACTIVE DEMONSTRATION PROJECT AND AN ENTHUSIASTIC RESPONSE FROM THE NON-SPANISH SPEAKING AS WELL AS SPANISH SPEAKING RACIALLY MIXED JEFFERSON SCHOOL COMMUNITY.

COMPTON'S BILINGUAL EDUCATION PLAN'S HYPOTHESIS AND EXPERIMENTAL DESIGN
(SCHOOL YEAR 1970-71)

COMPTON'S BILINGUAL EDUCATION PLAN'S HYPOTHESIS AND EXPERIMENTAL DESIGN IN ITS SECOND YEAR OF OPERATION WAS AN INNOVATIVE EDUCATIONAL EXPERIMENT. IT WAS DESIGNED ON HOW TO BEST EDUCATE SPANISH-SPEAKING MEXICAN-AMERICAN CHILDREN. THE HYPOTHESIS FOR THIS PROGRAM IN ITS SECOND YEAR WAS AS FOLLOWS:

1. MEXICAN-AMERICAN CHILDREN GIVEN INSTRUCTION IN BOTH SPANISH AND ENGLISH IN ALL COGNITIVE AREAS OF THE CURRICULUM WILL ACHIEVE HIGHER SCORES ON GENERAL ABILITY AND ACHIEVEMENT TESTS IN BOTH SPANISH AND ENGLISH THAN COMPARABLE CHILDREN IN MATCHED GROUPS FROM THE SAME GENERAL POPULATION SELECTED FROM A DIFFERENT SCHOOL WHERE BILINGUAL AIDES ARE USED BUT WHERE NO SPECIAL BILINGUAL TREATMENT IS EMPLOYED.
2. THAT CHILDREN WHO ARE TAUGHT AT SCHOOL IN THE LANGUAGE OF THE HOME SPANISH WILL EXPRESS THEMSELVES BETTER AND APPLY WHAT THEY HAVE LEARNED IN SCHOOL. THEIR PARENTS WILL BE IN A BETTER POSITION TO UNDERSTAND WHAT IS GOING ON AT SCHOOL, AND WILL PROVIDE IMPORTANT SUPPORT FOR THE EDUCATION OF THEIR CHILDREN.
3. PARENTS OF CHILDREN IN THE BILINGUAL-BICULTURAL PROGRAM WILL SHOW INCREASED INVOLVEMENT AND PARTICIPATION IN THE TOTAL PROGRAM.

EXPERIMENTAL DESIGN

ONE EXPERIMENTAL SPANISH-LANGUAGE DOMINANT KINDERGARTEN CLASS, ONE FIRST GRADE SPANISH DOMINANT CLASS AND ONE SECOND GRADE SPANISH DOMINANT CLASS MADE UP OF RANDOMLY SELECTED MEXICAN-AMERICAN STUDENTS FROM THE LOCAL COMMUNITY WITH PARENTAL PERMISSION WERE OPERATIVE ON SEPTEMBER 14, 1970. THE TREATMENT INVOLVED INSTRUCTION IN SPANISH FOR THE EXPERIMENTAL CLASSES AND INSTRUCTION ONLY IN ENGLISH FOR THE CONTROL CLASSES. IN ALL CLASSES BILINGUAL TEACHER AIDES WERE AVAILABLE TO ASSIST THE REGULAR TEACHERS IN ASSURING THAT THE CHILDREN UNDERSTOOD THE ASSIGNMENTS AND CONCEPTS REGARDLESS OF THE LANGUAGE USED TO CONVEY THE WORK. THE CHILDREN IN THE EXPERIMENTAL CLASSES AND CONTROL GROUP WERE PRE-AND POST TESTED FOLLOWING THE PROGRAM'S EVALUATION DESIGN. THE 27 KINDERGARTEN CHILDREN IN THE EXPERIMENTAL CLASS AND CONTROL GROUPS WERE TESTED USING THE EVI (SPANISH AND ENGLISH) DEVELOPED BY DR. CAROLYN STERN, DIRECTOR UCLA EARLY CHILDHOOD RESEARCH CENTER AND PROJECT EVALUATOR, INTERAMERICAN KINDERGARTEN TEST (SPANISH LANGUAGE), AND GOODENOUGH DRAW-A-MAN TEST (NON VERBAL). THE 26 FIRST GRADE CHILDREN IN THE EXPERIMENTAL CLASS AND CONTROL GROUP WERE TESTED USING THE EVI TEST (ENGLISH AND SPANISH), GOODENOUGH DRAW-A-MAN TEST, INTERAMERICAN READING TEST LEVEL 1 (SPANISH LANGUAGE), INTERAMERICAN GENERAL ABILITY TEST LEVEL 1 (SPANISH LANGUAGE), INTERAMERICAN READING TEST LEVEL 1 (SPANISH LANGUAGE) AND INTERAMERICAN COMPREHENSION TEST (ENGLISH AND SPANISH). THE 26 SECOND GRADE CHILDREN IN THE EXPERIMENTAL CLASS AND CONTROL GROUP WERE TESTED USING THE INTERAMERICAN SERIES IN GENERAL ABILITY AND READING. THE INTERPRETATION OF THESE SCORES APPEAR IN THE CHAPTER ON "RESULTS AND DISCUSSION" IN THIS REPORT.

CHILDREN IN THE EXPERIMENTAL KINDERGARTEN CLASS WERE ALSO GIVEN A SPANISH LANGUAGE SELF-CONCEPT TEST. A COPY OF THIS TEST IS ALSO INCLUDED IN THE APPENDICES OF THIS REPORT. IN THE BILINGUAL PROGRAM FORMATIVE EVALUATION IN SPANISH AND ENGLISH WAS USED AS FEEDBACK FOR CONTINUAL MODIFICATION AND EVALUATION. DATA WAS COLLECTED AND PROCESSED FOR INTERPRETATION THROUGH STATISTICAL ANALYSIS FOR RELEVANCY TO PROJECT EXPERIMENTAL DESIGN.

REVIEW OF SECOND YEAR OF OPERATION

THE MAJOR ACTIVITY FOR THE SECOND YEAR OF OPERATION WAS THE CARRYING OUT OF THE PROJECT'S RESPONSIBILITY AS WRITTEN IN ITS PERFORMANCE OBJECTIVES AND PROCESSES FOR THE SECOND YEAR OF OPERATION. THE FULFILLMENT OF THE MEXICAN-AMERICAN EDUCATIONAL ESSENTIALS, UNIQUE TO THIS CULTURALLY DIFFERENT MINORITY GROUP AS DETERMINED THROUGH A PROFESSIONAL NEEDS ASSESSMENT FOR THE PRELIMINARY GRANT, WAS IN FULL MATURATION. IT WAS THROUGH THIS EDUCATIONAL RESPONSIBILITY DIRECTED AT COMPTON'S CITIZENS OF LATIN AMERICAN HERITAGE THAT EFFECTIVE COMMUNITY-SCHOOL DIALOGUE WAS REINFORCED AND THE STUDENTS AND PARENTS WERE SERVED BY THIS BILINGUAL-BICULTURAL PROGRAM. A POSITIVE CONSCIOUSNESS OF THEIR SELF-WORTH BECAME A MEASURABLE REALITY TRANSLATED INTO VOLUNTEER CLASSROOM SERVICES AND A SUCCESSFUL CINCO DE MAYO PROGRAM.

THE TITLE VII PROJECT'S PENETRATION INTO THE SOCIETAL DOMAIN OF LANGUAGE PRESERVATION AND SHIFT STIMULATED COMMUNITY INVOLVEMENT AND SOCIAL AWARENESS. DR. ROLF KJOLSETH, PROFESSOR OF LINGUISTICS, UNIVERSITY OF CALIFORNIA AT DAVIS, VISITED THE PROJECT SITE TO CRITICALLY EXAMINE THE RELEVANCE AND EFFECT OF BILINGUAL PROGRAMS UPON LANGUAGE USE BEYOND THE SCHOOL WITHIN THE WIDER COMMUNITY.

THE MAJOR OBJECTIVE OF THIS PROJECT FOR ITS SECOND YEAR OF OPERATION WAS TO CONTINUE THE EXPERIMENTAL KINDERGARTEN AND FIRST GRADE PROGRAM AND VERTICALLY EXPAND ONE GRADE LEVEL. THE THREE GRADE LEVELS, KINDERGARTEN, FIRST AND SECOND, UTILIZED THE NATIVE LANGUAGE ABILITIES OF SPANISH-SPEAKING CHILDREN AS THE PRIMARY MEDIA OF INSTRUCTION. THE

THREE GRADES WERE OPERATIONAL ON THE FIRST DAY OF SCHOOL, SEPTEMBER 14, 1970. THE BILINGUAL EXPERIMENTAL KINDERGARTEN CONTAINED 27 MONO-LINGUAL SPANISH-SPEAKING CHILDREN FROM FAMILIES OF LOW SOCIO-ECONOMIC STATUS. THE BILINGUAL EXPERIMENTAL FIRST GRADE WAS COMPOSED OF 26 MONO-LINGUAL SPANISH-SPEAKING CHILDREN WITH THE SAME BACKGROUND. THE BILINGUAL SECOND GRADE ALSO CONTAINED 26 MONO-LINGUAL SPANISH-SPEAKING CHILDREN WITH SIMILAR ETHNIC SURROUNDINGS. A NUMERICALLY MATCHED GROUP OF MONO-LINGUAL CHILDREN FROM THE SAME GENERAL POPULATION AND ETHNIC BACKGROUND WERE SELECTED TO PROVIDE A COMPARISON GROUP BUT WITH THE DOMINANT LANGUAGE OF INSTRUCTION IN ENGLISH. THE CONTROL GROUP WAS SELECTED FROM FRANCES WILLARD ELEMENTARY SCHOOL AND WAS MATCHED AS CLOSELY AS POSSIBLE AS TO SEX, AGE AND SIBLING RANK OF THE EXPERIMENTAL GROUP. BILINGUAL INSTRUCTIONAL AIDES WERE USED IN THE EXPERIMENTAL CLASSES AT THOMAS JEFFERSON ELEMENTARY SCHOOL AND AT WILLARD SCHOOL TO ASSIST THE PROFESSIONAL TEACHERS IN ASSURING THAT CHILDREN UNDERSTOOD THE ASSIGNMENTS AND CONCEPTS REGARDLESS OF THE LANGUAGE USED TO CONVEY THE WORK.

PROCEDURES FOR SELECTING STUDENTS FOR THE EXPERIMENTAL BILINGUAL CLASSES WERE AS FOLLOWS WITH THE INCLUSIVE CRITERIA:

1. STUDENT PARTICIPANTS WERE SELECTED FROM THE THOMAS JEFFERSON ELEMENTARY SCHOOL COMMUNITY POPULATION.
2. SIGNED PARENTAL PERMISSION WAS MANDATORY BEFORE THE STUDENTS WERE ACCEPTED.

THE SCREENING PROCESS WAS AS FOLLOWS. THE KINDERGARTEN AND FIRST GRADE BILINGUAL TEACHERS TESTED ORALLY IN SPANISH ALL SPANISH-SPEAKING STUDENTS ENROLLED IN KINDERGARTEN AND FIRST GRADE IN 1969-70 AT JEFFERSON SCHOOL. THE PREVIOUS EXPERIMENTAL KINDERGARTEN AND FIRST GRADE STUDENTS WERE

ADVANCED TO THE NEXT GRADE LEVEL THUS VERTICALLY FORMING AN EXPERIMENTAL BILINGUAL SECOND GRADE. NEW STUDENTS ENTERING THE SCHOOL IN THE CURRENT YEAR WERE ALSO ORALLY SCREENED IN SPANISH AND LATER SELECTED FOR THIS SPECIAL PROGRAM AS SPACE IN THE BILINGUAL EXPERIMENTAL CLASSES BECAME AVAILABLE.

THE STUDENT EVALUATION SCALES (FOR LISTENING, COMPREHENSION AND SPEAKING), LARGE VISUAL PICTURES TO EVOKE ORAL RESPONSE, AND THE MADELINE THOMAS COMPLETION STORIES - ESPANOL (PRIMARIA) WERE USED AS SCREENING DEVICES TO DETERMINE THE LISTENING AND SPEAKING SKILLS OF THE YOUNGSTERS IN SPANISH. RESULTS FROM ORAL SPANISH LANGUAGE FACILITY TESTING AS DETERMINED BY THE KINDERGARTEN AND FIRST GRADE TEACHERS WERE USED TO PLACE THE STUDENT UPON AN ELIGIBILITY LIST FOR BILINGUAL-BICULTURAL PROGRAM MATRICULATION. AT FRANCES WILLARD ELEMENTARY SCHOOL THE BILINGUAL INSTRUCTIONAL AIDES ASSIGNED TO THE THOMAS JEFFERSON ELEMENTARY SCHOOL EXPERIMENTAL CLASSES SCREENED THE SPANISH SPEAKING STUDENTS AT THE KINDERGARTEN, FIRST AND SECOND GRADE LEVELS FOR SELECTION TO THE COMPARISON GROUP. THE SAME SCREENING PROCESS USED AT JEFFERSON SCHOOL WAS FOLLOWED AT WILLARD SCHOOL WITH IDENTICAL TESTING MATERIALS.

ADDITIONAL CRITERIA FOR STUDENT SELECTION TO THE EXPERIMENTAL CLASSES AFTER THE PROGRAM COMMENCED WERE AS FOLLOWS:

1. REGULAR SCHOOL STAFF TEACHER RATINGS ON THE BASIS OF ESTIMATED ABILITIES OR ACHIEVEMENT.
2. REQUEST OF REGULAR SCHOOL STAFF TEACHER.
3. REQUEST OF PARENT.
4. REQUEST OF COMMUNITY GROUP.

ELIGIBLE STUDENTS WERE PLACED IN THREE GROUPS ACCORDING TO THEIR ACHIEVEMENT ABILITY AS DETERMINED BY TEACHER OBSERVATION. TEACHING PROCEDURES WERE AS FOLLOWS IN THE EXPERIMENTAL BILINGUAL TREATMENT:

1. IN THE KINDERGARTEN TREATMENT 80% OF THE TIME WAS IN THE NATIVE LANGUAGE. A BILINGUAL INSTRUCTIONAL AIDE WORKED DIRECTLY UNDER THE SUPERVISION OF THE TEACHER TO CARRY OUT HER INSTRUCTIONAL TASKS, 20% OF THE TIME WAS DIRECTED TO ENGLISH LANGUAGE INSTRUCTION USING SPECIALIZED BILINGUAL TECHNIQUES. THESE TECHNIQUES WERE DEVELOPED BY THE PROJECT STAFF AND WERE STRUCTURED TO REINFORCE COORDINATE BILINGUALISM. THE CHILDREN WERE GROUPED IN THREE LEVELS OF ACHIEVEMENT ABILITY.

THE EXPERIMENTAL BILINGUAL FIRST GRADE TEACHER TAUGHT THE STUDENT PARTICIPANTS 70% OF THE TIME IN THEIR NATIVE LANGUAGE AND 30% IN ENGLISH USING SPECIALIZED PROJECT DEVELOPED BILINGUAL TECHNIQUES. A BILINGUAL INSTRUCTIONAL AIDE ALSO WORKED DIRECTLY UNDER THE SUPERVISION OF THE TEACHER TO CARRY OUT HER INSTRUCTIONAL TASKS.

THE EXPERIMENTAL BILINGUAL SECOND GRADE TREATMENT INVOLVED THE STUDENT PARTICIPANT 60% OF THE TIME IN THE DOMINANT SPANISH LANGUAGE. INCLUDED IN THIS DESIGN WAS A BILINGUAL INSTRUCTIONAL AIDE SERVING UNDER THE DIRECTION OF THE REGULAR CLASSROOM TEACHER. FORTY PER CENT OF THE CLASSROOM TIME WAS DEVOTED TO ENGLISH LANGUAGE INSTRUCTION USING SPECIALIZED PROJECT DEVELOPED BILINGUAL TECHNIQUES. SELECTED SECOND GRADE CURRICULUM CONTENT AREA SUCH AS SOCIAL STUDIES, ARITHMETIC AND SCIENCE WERE PRESENTED USING A DUAL LANGUAGE APPROACH COORDINATE BILINGUAL TECHNIQUE.

PROJECT PERSONNEL AND DUTIES WERE AS FOLLOWS:

- A. PRINCIPAL PROJECT SCHOOL - MR. GEORGE LASH - SERVED AS ADMINISTRATOR AND EDUCATIONAL LEADER AT PROJECT SITE.
- B. COORDINATOR (PROJECT DIRECTOR) MR. FRANK M. GOODMAN - COORDINATED THE BILINGUAL PROJECT PROCESSES AND STAFF DEVELOPMENT WITH THE ON-GOING OVERALL SCHOOL PROGRAM.

A. THE DUTIES OF THE COORDINATOR, AS DEFINED BY TITLE VII GUIDELINES, INCLUDED:

1. COORDINATION OF THE OVERALL DIRECTION OF THE PROJECT TO MEET THE REQUIREMENTS AND SPECIFICATIONS SET FORTH IN THE BILINGUAL EDUCATION GRANT.
2. PARTICIPATION WITH THE FEDERAL PROJECTS OFFICER INTERNAL EVALUATOR-CONSULTANT, INDEPENDENT EDUCATIONAL ACCOMPLISHMENT AUDIT TEAM, APPROPRIATE UNIVERSITY, STATE AND FEDERAL CONSULTANTS, AND TO PLAN, ORGANIZE, AND COORDINATE THE PROJECT'S SCIENTIFIC, TECHNICAL AND DEVELOPMENTAL ACTIVITIES.
3. PREPARATION AND PRESENTATION OF PROJECT PROGRESS REPORTS AND THE FINAL REPORT.
4. PREPARATION OF ORAL AND WRITTEN REPORTS OF A PROFESSIONAL NATURE FOR PUBLICATION IN PROFESSIONAL, SCIENTIFIC OR TECHNICAL JOURNALS AND GENERAL NEWS MEDIA.
5. SELECTION OF APPROPRIATE INSTRUCTIONAL MATERIALS.
6. CONDUCT IN-SERVICE TRAINING OF TEACHERS.
7. CONDUCT AND COORDINATE TRAINING OF BILINGUAL INSTRUCTIONAL AIDES AT PROJECT SITE AND COMPTON COLLEGE.
8. COORDINATION, PLANNING AND SUPERVISION OF COMMUNITY-PARENT ACTIVITIES, INCLUDING WORKSHOPS FOR PARENTS AT PROJECT SITE AND COMPTON COLLEGE.
9. EXECUTION OF OTHER DUTIES AS NEEDED.

- B. BILINGUAL TEACHERS (3) MISS ELEANOR FRANQUEZ, BILINGUAL KINDERGARTEN
MRS. LUCILLE GALLEGOS, BILINGUAL FIRST GRADE
MR. FRED CASTRO, BILINGUAL SECOND GRADE

THESE THREE BILINGUAL TEACHERS INSTRUCTED IN SPANISH, TEACHING A SPECIALLY PROJECT-DEVELOPED CURRICULUM. THROUGH IN-SERVICE TRAINING

1. CLERICAL ASSISTANCE

RECORDED PUPIL INFORMATION ON THE CALIFORNIA CUMULATIVE RECORD
AT THE DIRECTION OF THE SUPERVISING TEACHER OR SCHOOL PERSONNEL.

2. ASSISTANCE WITH INSTRUCTIONAL MATERIALS

KEPT EQUIPMENT AND MATERIALS READY FOR USE, PASSED OUT AND RETURNED INSTRUCTIONAL MATERIALS, OPERATED AUDIO-VISUAL AND AUDIO-LINGUAL EQUIPMENT, PREPARED CHARTS AND OTHER VISUAL AIDS, SET UP AND DISMANTLED DEMONSTRATIONS AND BULLETIN BOARDS, MOUNTED PICTURES FOR CLASSROOM PICTURE FILE, AND MADE INSTRUCTIONAL MATERIALS AS DIRECTED BY THE SUPERVISING TEAM.

3. GAVE INDIVIDUAL ATTENTION IN SUBJECTS.

4. KEPT THE JEFFERSON SCHOOL COMMUNITY INFORMED OF THE OVERALL PROGRESS OF THE BILINGUAL CLASSES.

5. ASSUMED ACTIVE LEADERSHIP ROLES ON PTA COMMITTEES.

6. VOLUNTEERED EXTRA HOURS WITHOUT PAY TO WORK ON PROJECT-INSPIRED COMMUNITY SERVICE ACTIVITIES.

D. COMMUNITY AIDE (1) MRS. MARIE CHAVEZ

THIS PERSON WORKED FROM THE SCHOOL OUTWARD INTO THE COMMUNITY TO ENSURE THAT NO COMMUNICATIONS GAP DEVELOPED BETWEEN SCHOOL AND COMMUNITY.

THE APPENDICES INCLUDE A COPY OF THE FORM USED TO SECURE PARENT VOLUNTEER SERVICES. THE COMMUNITY AIDE MADE MANY HOME CALLS TO INFORM PARENTS OF THE PROGRAM, EDUCATIONAL NEEDS OF THEIR CHILDREN, AND THE URGENT NEED FOR THEIR VOLUNTEER SERVICES. PART OF THE OVERALL RESPONSIBILITY OF THE COMMUNITY AIDE WAS TO CARRY OUT THE MANY DETAILS OF INVITING THE JEFFERSON SCHOOL COMMUNITY TO ACTIVELY PARTICIPATE AND ATTEND THE ORGANIZATIONAL AND ADVISORY COUNCIL MEETINGS. HER OVERALL

RESPONSIBILITY WAS TO ASSIST THE ENTIRE BILINGUAL STAFF IN BECOMING ACTIVELY INVOLVED WITH THE COMMUNITY.

E. PROJECT CLERK (1) MRS. JOSEFINA CORPUS

A BILINGUAL AND QUALIFIED CLERK TYPIST III, WHO CARRIED OUT THE SECRETARIAL RESPONSIBILITIES. IN ADDITION, SHE PREPARED AND REPRODUCED BILINGUAL INSTRUCTIONAL MATERIALS AT THE COORDINATOR'S DIRECTION.

F. INTERNAL EVALUATOR-CONSULTANT DR. CAROLYN STERN, UCLA, EARLY CHILDHOOD RESEARCH AND DEVELOPMENT OFFICE

ADVISED THE COORDINATOR ON THE USE OF EVALUATIVE TECHNIQUES AND INSTRUMENTS NEEDED TO PLAN AND CARRY OUT THE EVALUATION DESIGN. THE INTERNAL EVALUATOR-CONSULTANT GAVE NUMEROUS HOURS OF VALUABLE CONSULTANT TIME TO PLACE PROJECT INTO ALIGNMENT WITH ITS EVALUATIVE DESIGN. THE INTERNAL EVALUATOR-CONSULTANT APPLIED STATISTICAL ANALYSIS TECHNIQUES AND OTHER EVALUATIVE TECHNIQUES TO PROJECT TEST DATA FOR MEASUREMENT AND GROWTH GAINS.

G. PROJECT AUDITOR DR. JOSE MARTINEZ, CALIFORNIA STATE COLLEGE AT LONG BEACH

DR. MARTINEZ VERIFIED THE RESULTS OF THE PROJECT EVALUATION AND ASSESSED THE APPROPRIATENESS OF THE EVALUATION PROCEDURES.

H. COORDINATOR - TITLE VII, ESEA BILINGUAL EDUCATION, STATE OF CALIFORNIA

MR. DANIEL REYES CONTRIBUTED MANY HOURS OF HIS PROFESSIONAL ADMINISTRATIVE TIME TO COORDINATE THE ACTIVITIES OF THE COMPTON BILINGUAL EDUCATION PLAN WITHIN THE ADOPTED GUIDELINES (INTERIM) FOR TITLE VII - STATE OF CALIFORNIA.

I. MRS. JOANNE WOOLLEY -- CUSD PSYCHOLOGIST

MRS. WOOLLEY CONTRIBUTED 108 HOURS OF PROFESSIONAL TIME TO THE TESTING COMPONENT OF THE BILINGUAL PLAN. SHE MADE VALUABLE RECOMMENDATIONS FOR IMPLEMENTING THE PRE-AND POST TESTING OF EXPERIMENTAL AND CONTROL STUDENTS.

J. SUBCOORDINATOR - ESTATAL DEL IFCM, ENSENADA, BAJA CALIFORNIA, MEXICO (VOLUNTEER)

PROFESSOR IGNACIO CERVANTES ESPINOZA CONTRIBUTED 72 HOURS OF TIME, WEEKENDS, TO DISCUSS EDUCATIONAL THEORY, METHODS AND TECHNIQUES IN INSTRUCTING IN SPANISH.

K. MR. JESSE JOSE DE LEON - ART TEACHER, DOMINGUEZ SENIOR HIGH SCHOOL, CONTRIBUTED MANY EXTRA HOURS OF HIS TIME TO DEVELOP AND PORTRAY THE CREATIVE EXPRESSION IN MURAL FORM OF MEXICAN-AMERICAN HERITAGE.

L. MR. ROY VOORHEES - WOODSHOP TEACHER, DOMINGUEZ SENIOR HIGH SCHOOL, CONTRIBUTED TIME AND EFFORT TO DEVELOP A FRAME FOR THE MURAL.

M. PARENT VOLUNTEERS

THESE VOLUNTEERS CONTRIBUTED OVER 1500 HOURS OF TIME ASSISTING THE BILINGUAL TEACHERS IN THE CLASSROOMS. SPECIAL COMMEMORATIVE FIESTAS, NATIONAL HOLIDAYS AND CULTURAL ACTIVITIES WERE PRESENTED TO THE PROJECT STUDENTS BY THESE VOLUNTEER PARENTS.

THE FOLLOWING STAFF PERSONNEL WERE SHIFTED DURING THE PROJECT'S SECOND YEAR:

1. MRS. KAMPOS, BILINGUAL SECOND GRADE TEACHER SHIFTED TO ANOTHER ASSIGNMENT IN OCTOBER 1970.
2. MRS. FE MARGARITA CARNEY, BILINGUAL KINDERGARTEN TEACHER, ASSIGNED BY COMPTON UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES ACTION ON FEBRUARY 16, 1971 TO SPECIAL COUNSELOR ADMINISTRATION.

PROGRAM DESCRIPTION

IN THE SECOND YEAR OF THIS PROJECT THE COMPTON UNIFIED SCHOOL DISTRICT, DIVISION OF EDUCATIONAL SERVICES, DESIGNED THE DISTRICT ESL PROGRAM TO EMPLOY THE CONCEPT OF BILINGUAL INSTRUCTION BASED ON AUDIO-LINGUAL TECHNIQUES. ACCORDINGLY, THE JEFFERSON SCHOOL BILINGUAL TITLE VII PROGRAM WOULD BE THE MODEL FOR DISTRICT GUIDELINES AND CURRICULUM DEVELOPMENT. THIS PROJECT ALSO WORKED OUT AND RECOMMENDED A DISTRICT-WIDE BILINGUAL EDUCATION PROGRAM WHICH IS CURRENTLY UNDER STUDY. ITS OVERALL MISSION WAS TO PROVIDE BILINGUAL INSTRUCTIONAL SERVICES TO SPANISH-SPEAKING STUDENTS IN ORDER TO RAISE THEIR ACADEMIC ACHIEVEMENT TO THEIR PRESENT GRADE LEVEL.

IN SEPTEMBER OF 1970, MR. JOSE ISIDRO LOPEZ, WRITER FOR A LOCAL COMPTON NEWSPAPER, VISITED THIS PROJECT. HIS ARTICLE "A BILINGUAL PROGRAM THAT'S REALLY SAYING SOMETHING" IS LISTED IN THE APPENDICES OF THIS NARRATIVE EVALUATION. IT TRULY REFLECTS THE COMPTON MEXICAN-AMERICAN COMMUNITY'S ATTITUDE TOWARD BILINGUAL EDUCATION.

DURING THE SECOND YEAR MR. JOHN PLAKOS, DIRECTOR OF THE NATIONAL CONSORTIA FOR BILINGUAL EDUCATION, FORT WORTH, TEXAS, VISITED THE PROJECT SITE. HE INFORMED THE COMPTON UNIFIED SCHOOL DISTRICT ADMINISTRATORS AND HISPANIC-AMERICAN COMMUNITY LEADERS THAT HIS CONSORTIA HAD SELECTED THE COMPTON BILINGUAL EDUCATION PLAN'S WRITTEN REPORT, IN RESPONSE TO THE NATIONAL CONSORTIA REQUEST FOR PLANNING INFORMATION, AS NUMBER ONE IN THE NATION FOR PERFORMANCE AND DESIGN. DURING THIS VISIT HE SPOKE FAVORABLY OF THE STRONG COMMUNITY INVOLVEMENT COMPONENT AND THE POTENTIAL THE PROJECT DEMONSTRATED FOR DEVELOPING BILINGUAL CURRICULUM GUIDELINES AT THE PRIMARY LEVEL.

DR. GONZALES OF THE NATIONAL CONSORTIA FOR BILINGUAL EDUCATION, CONTACTED THE PROJECT DIRECTOR ON FEBRUARY 10, 1971 TO REVIEW CURRENT SPANISH LANGUAGE CURRICULUM MATERIALS ACTUALLY IN USE BY THE STUDENTS. THIS INTEREST SHOWN BY THE NATIONAL CONSORTIA FOR BILINGUAL EDUCATION INDICATED THE FULFILLMENT OF BILINGUAL PEDAGOGICAL NEEDS BEING SUCCESSFULLY MET BY THE COMPTON ON-GOING DEMONSTRATION PROJECT.

TWELVE EDUCATORS FROM THE LINDERWOOD COLLEGES, ST. CHARLES, MISSOURI, VISITED THIS PROJECT IN JANUARY, 1971 AT THE REQUEST OF THE OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS. THIS BILINGUAL PLAN AGAIN HAS BEEN IDENTIFIED AS AN EXEMPLARY INNOVATIVE PROGRAM TO BE USED AS A MODEL FOR THOSE DISTRICTS IN NEED OF BILINGUAL EDUCATION SERVICES. MANY SCHOOL OFFICIALS HAVE VISITED THIS PROJECT TO SECURE INFORMATION AND TECHNIQUES FOR DEVELOPING QUALITY EDUCATIONAL PROGRAMS.

THIS PROJECT GENERATED A MASSIVE THRUST TOWARD PARENT AND COMMUNITY INVOLVEMENT. THE "PARENT ADVISORY COUNCIL", "INSTITUTIONAL REPRESENTATIVES" AND "FRIENDS FOR BILINGUAL EDUCATION" FORMED IN THE FIRST YEAR OF THE BILINGUAL PLAN CONTINUED TO SHARE IN THE RESPONSIBILITY IN DETERMINING THE NATURE OF THEIR CHILDREN'S EDUCATION. ACTIVE INTERACTION BETWEEN PARENTS AND PROJECT STAFF TOOK PLACE IN PRIVATE HOMES, CLASSROOMS AND AT THE COMPTON CITY HALL.

THESE INTERACTION SEMINARS REINFORCED THE ALREADY EARNED COMMUNITY SUPPORT AND MADE THE PROJECT STAFF MORE RESPONSIVE TO THE NEEDS AND GOALS OF THE PARENTS AND COMMUNITY. THE PREDOMINANCE OF THE PARENT-COMMUNITY INVOLVEMENT IN THE PLANNED THIRD YEAR BILINGUAL PROGRAM AND THEIR SPONTANEOUS ENTHUSIASM TO HELP WAS A SURVEYABLE RESULT FROM NUMEROUS COMMUNITY MEETINGS HELD BY THE PROJECT DIRECTOR.

PARENT ADVISORY COUNCIL MEETINGS WERE HELD MONTHLY AND SPECIAL "STEERING COMMITTEE" MEETINGS OF COMMUNITY CONCERNS WERE HELD BI-WEEKLY. TEN MONTHLY PARENT ADVISORY COUNCIL MEETINGS WERE HELD AND FIFTEEN STEERING COMMITTEE MEETINGS WERE HELD. THE PROJECT DIRECTOR PERSONALLY ACTED UPON CONCERNS AS DIRECTED BY EITHER THE "PARENT ADVISORY COUNCIL" OR A "CONCERNED CITIZEN".

THE PROJECT DIRECTOR'S VOLUNTEER SERVICES TO THE COMMUNITY HAS INCLUDED THE FOLLOWING:

1. PARTICIPATION ON A PANEL TO SELECT A DIRECTOR FOR A MEXICAN-AMERICAN CULTURAL CENTER UNDER A GRANT FROM THE MODEL CITIES PROGRAM.
2. WORKING WITH THE "CENTRO BENITO JUAREZ" OPERATION SERVICE.
3. GUIDANCE AND COUNSELING SERVICES AS REQUESTED BY MEMBERS OF THE COMMUNITY IN THE "AFTER HOURS" OF THE SCHOOL DAY.
4. CONSULTANT SERVICES TO COMBAT THE DRUG PROBLEM AS REQUESTED BY COMMUNITY MEMBERS AND SCHOOL ADMINISTRATIVE OFFICIALS.
5. PRELIMINARY EXPLORATIONS TO ESTABLISHING "REALITY THERAPY" SEMINARS FOR PARENT-STAFF DEVELOPMENT.
6. BILINGUAL READING TECHNIQUES DEVELOPED THROUGH THIS PROJECT WERE PRESENTED AT A PROFESSIONAL READING CONFERENCE.
7. COMPTON'S PLAN PRESENTED AT THE TITLE I COMPENSATORY EDUCATION CONFERENCE HELD IN OAKLAND, CALIFORNIA ON MARCH 7, 8, 9, 1971.
8. SCHOLARSHIP COMMITTEE FOR SELECTION OF MEXICAN-AMERICAN STUDENTS.
9. INSERVICE TRAINING FOR CONCERNED COMMUNITY CITIZENS.

THE ABOVE SERVICES TO THE AFFECTIVE DOMAIN OF THE PARENT-COMMUNITY INVOLVEMENT WERE MEASURED THROUGH A "TAXONOMY OF AFFECTIVE GOALS" FOUND IN THE APPENDICES OF THIS EVALUATION REPORT. COMPTON'S COMMUNITY INVOLVEMENT HAS PROGRESSED FROM PASSIVE AWARENESS TO ACTIVE INVOLVEMENT. CULTURAL HISPANIC AMERICAN PROGRAMS, THE PLAYS OF TEATRO DE LA RAZA, AND THE DISTRICT-WIDE CINCO DE MAYO CELEBRATIONS HAVE MOTIVATED THIS COMMUNITY TO EDUCATE THEIR

YOUTH FOR EFFECTIVE CITIZENSHIP IN A FREE SOCIETY. TODAY WE HEAR THE FOLLOWING PARENT AND COMMUNITY COMMENTS: "BILINGUAL PROGRAMS SHOULD BE MODELED ON THE EXISTENT BILINGUAL PROGRAM AT THOMAS JEFFERSON SCHOOL", "AS LONG AS MY CHILD STAYS IN THE BILINGUAL CLASSES AT JEFFERSON, WE WILL STAY IN THE COMMUNITY", AND "I HAVE ADDED AN ADDITIONAL ROOM TO MY HOUSE BECAUSE I WANT MY CHILDREN TO CONTINUE TO ATTEND THE BILINGUAL CLASSES". SOME PARENTS HAVE BOUGHT HOMES TO STAY IN THE AREA. MANY PARENTS TAKE THEIR YOUNGER CHILDREN WHO ARE IN THE BILINGUAL CLASS RATHER THAN THEIR OLDER ONES TO HELP TRANSLATE WHEN THEY GO SHOPPING IN DOWNTOWN COMPTON. ONE PARENT REPORTED THAT IN A LOCAL RESTAURANT HER BILINGUAL CHILD IDENTIFIED THE FOODS FROM THE SCHOOL LUNCH PROGRAM AND ORDERED A BASIC MEAL.

IN CONCLUSION, THIS PROJECT HAS EXHIBITED RESPONSIBLE PROFESSIONAL GUIDANCE IN DEVELOPING AND FULFILLING PERFORMANCE OBJECTIVES IN BOTH COGNITIVE AND AFFECTIVE DOMAIN. THE BILINGUAL CONCEPT, USING THE NATIVE LANGUAGE APPROACH FIRST AND DEVELOPING COORDINATE BILINGUALS THROUGH THE SPECIALIZED TECHNIQUE OF DUAL LANGUAGE INSTRUCTION, HAS BEEN VERY SUCCESSFUL WITHIN THE EXPERIMENTAL CLASSROOM ENVIRONMENT AND PRACTICAL WITHIN THE HOME-COMMUNITY ENVIRONMENT. AN EFFECTIVE SPANISH LANGUAGE SELF-CONCEPT TEST FOR MEXICAN-AMERICAN FOUR, FIVE AND SIX YEAR OLDS HAS BEEN DEVELOPED AND PRE-TESTED IN THIS PROJECT. A COPY OF THIS TEST IS IN THE APPENDICES OF THIS NARRATIVE REPORT.

THE COMPTON BILINCUAL PLAN IS SOUND POLICY. THE CHILDREN ARE TAUGHT IN THE LANGUAGE OF THE HOME AND CAN EXPRESS OR APPLY WHAT THEY HAVE LEARNED THERE. FURTHERMORE, THE PARENTS ARE NOW IN A BETTER POSITION TO UNDERSTAND WHAT IS GOING ON AT SCHOOL AND TO PROVIDE IMPORTANT SUPPORT FOR THE EDUCATION OF THEIR CHILDREN.

SCOPE OF THE PROGRAM

THE MAJOR EMPHASIS OF THIS DEMONSTRATION PROJECT WAS TO ESTABLISH A COMPREHENSIVE, EXPERIMENTAL, EDUCATIONAL PROGRAM UTILIZING THE NATIVE LANGUAGE ABILITIES OF SPANISH-SPEAKING CHILDREN AS THE PRIMARY MEDIA OF INSTRUCTION UNTIL SUCH TIME AS THE STUDENT IS BILINGUAL AND CAPABLE IN BOTH ENGLISH AND SPANISH.

BILINGUAL-BICULTURAL CURRICULUM AND MATERIALS
DESCRIPTION OF PROCEDURES

THE FOUR MAJOR ACTIVITIES FOR THE SCHOOL YEAR 1970-71 WERE:

- (A) DEVELOPMENT OF SPANISH LANGUAGE CURRICULUM MATERIALS FOR GRADES KINDERGARTEN THROUGH SECOND.
- (B) TRAINING OF TEACHERS (SEE TEACHER IN-SERVICE TRAINING COURSE IN APPENDICES)
- (C) CLASSROOM APPLICATION
- (D) EVALUATION

DEVELOPMENT OF SPANISH LANGUAGE CURRICULUM MATERIALS.

THE SPANISH LANGUAGE CURRICULUM WAS PARALLELED AND COMPARABLE TO THE DISTRICT ENGLISH LANGUAGE CURRICULUM. THIS CURRICULUM MATERIAL DEVELOPMENT, BOTH IN SPANISH AND ENGLISH, WAS REPORTED IN THE "AVAILABLE MATERIALS YOU WOULD BE WILLING TO SHARE" SECTION OF THE "REQUEST FOR PLANNING INFORMATION" FROM THE NATIONAL CONSORTIA FOR BILINGUAL EDUCATION, FORT WORTH, TEXAS. ON FEBRUARY 10, 1971, DR. GONZALES OF THIS NATIONAL CONSORTIA, CONFERENCED BY PHONE WITH THE PROJECT DIRECTOR, FRANK GOODMAN, OVER THE CURRENT STATUS AND USE OF MATERIALS IN THE EXPERIMENTAL CLASSROOMS AND THEIR EFFECTIVENESS. PROJECT BEST (BILINGUAL EDUCATION SKILLS TRAINING) OF HUNTERS COLLEGE, NEW YORK, HAS ALSO BEEN GIVEN A SECOND YEAR PROPOSAL AND NARRATIVE EVALUATION OF THE FIRST YEAR'S PROGRESS. REPRESENTATIVES OF PROJECT BEST WERE GIVEN DETAILED INFORMATION ON EVALUATION PROCEDURES OF THIS PLAN AT AN ESEA VII WORKSHOP, HELD IN FRESNO, CALIFORNIA, ON FEBRUARY 8 AND 9, 1971.

THE CURRENT CURRICULUM WORK HAS BEEN THE CORRELATION OF THE DISTRICT READING PROGRAM WITH A PROJECT DEVELOPED GUIA DIDACTICA PARA LA ENSEANZA DE LA LECTURA-ESCRITURA.

THE PROJECT DIRECTOR PARTICIPATED IN RATING TEXTBOOKS IN FOREIGN LANGUAGES, KINDERGARTEN THROUGH GRADE EIGHT, FOR THE CALIFORNIA STATE DEPARTMENT OF EDUCATION, CALIFORNIA STATE CURRICULUM COMMISSION.

MR. PAUL E. WINGERD, PRESIDENT OF LATIN AMERICAN PRODUCTIONS, P.O. Box 41017, Los Angeles, CALIFORNIA 90041, SENT OVER ONE HUNDRED SPANISH LANGUAGE BOOKS FOR REVIEW AND APPROVAL. THESE TEXTBOOKS COVERED A SCOPE AND SEQUENCE FROM KINDERGARTEN THROUGH EIGHTH GRADE. THE MAJOR CURRICULUM THRUST WAS TO LOCATE NATIVE LANGUAGE TEXTBOOKS AT KINDERGARTEN THROUGH SIXTH GRADE LEVEL WHICH WOULD PRESENT BASIC TOOL SUBJECTS IN THE MOTHER LANGUAGE. THIS HAS BEEN ACCOMPLISHED IN THE SECOND YEAR OF THIS PROGRAM. THEREFORE, IN THE THIRD YEAR THIS BILINGUAL-BICULTURAL CURRICULUM WILL DEVELOP A SCOPE AND SEQUENCE OF THE SPANISH LANGUAGE MATERIALS REVIEWED FOR EXPERIMENTATION AND APPLICATION IN THE BILINGUAL-BICULTURAL KINDERGARTEN, FIRST GRADE, SECOND GRADE AND THE YET TO BE FORMED THIRD GRADE.

THE COORDINATION AND INTEGRATION OF SPANISH AND ENGLISH LANGUAGE CURRICULA HAS BEEN A TEAM EFFORT AMONG THE COMMUNITY, PARAPROFESSIONAL AND PROFESSIONAL MEMBERS OF THE PROJECT STAFF. THIS ENORMOUS TASK HAS BEEN UNDER THE DIRECTION OF THE PROJECT DIRECTOR. THE UNIVERSIDAD PEDRO HENRIQUEZ URENA, SANTO DOMINGO, DOMINICAN REPUBLIC, HAS GIVEN OUTSTANDING TECHNICAL ASSISTANCE IN TRAINING THE PROJECT DIRECTOR DURING HIS SUMMER STUDIES, TO INTEGRATE THE PEDAGOGICAL FINDINGS OF THIS DEMONSTRATION PROJECT INTO A FULL GRADE LEVEL CURRICULUM WITH A SCOPE AND SEQUENCE IN ALL COGNITIVE AREAS. EVALUATION INSTRUMENTS ARE STILL TO BE CONSTRUCTED FOR FIELD TESTING.

CLASSROOM APPLICATION FOR THE SECOND YEAR HAS BEEN AS FOLLOWS:

THE EXPERIMENTAL BILINGUAL TREATMENT INVOLVED TEACHING THE STUDENT PARTICIPANT 90% OF THE TIME IN HIS NATIVE LANGUAGE. THE BILINGUAL INSTRUCTIONAL AIDE WORKED UNDER THE SUPERVISION OF THE TEACHER TO CARRY OUT HER INSTRUCTIONAL TASKS. THE FOLLOWING IS A DAILY INSTRUCTIONAL SCHEDULE USED IN THE BILINGUAL EXPERIMENTAL KINDERGARTEN FOR CHILDREN FROM FIVE TO SIX YEARS OLD.

9:00 - 9:15	OPENING EXERCISES (SPANISH) 1. ROLL CALL 2. PLEDGE TO FLAG 3. WEATHER REPORT 4. PERSONAL HYGIENE
9:15 - 9:35	READING READINESS (SPANISH)
9:35 - 9:50	MUSIC (LATIN-AMERICAN CHILDREN'S SONGS) - RHYTHMS
9:50 - 10:30	ENGLISH - SPECIALIZED ESL TECHNIQUES - 3 GROUPS
10:30 - 10:40	NUTRITION
10:40 - 10:55	DIRECTED PLAY
10:55 - 11:00	REST
11:00 - 11:15	ARITHMETIC - 2 GROUPS
11:15 - 11:45	WORK TIME - VARIOUS ACTIVITIES - ART, BLOCK TIME, PAINTING, ETC.
11:45 - 11:55	STORY (SPANISH) - CULTURAL
11:55 - 12:00	DISMISSAL

THE EXPERIMENTAL FIRST GRADE INVOLVED TEACHING THE STUDENT PARTICIPANT 60% TO 80% OF THE TIME IN HIS NATIVE LANGUAGE. THE BILINGUAL INSTRUCTIONAL AIDE WORKED DIRECTLY UNDER THE SUPERVISION OF THE TEACHER, TO CARRY OUT HIS INSTRUCTIONAL TASKS. THE FOLLOWING IS A DAILY INSTRUCTIONAL SCHEDULE USED IN THE BILINGUAL EXPERIMENT FOR CHILDREN FROM SEVEN TO EIGHT YEARS OLD.

EL HORARIO

9:00 - 9:20	EJERCICIO DE ABRIMIENTO
9:20 - 9:40	PERIODO DE ESCRITURA
9:40 - 10:00	LECTURA - SEGUNDO GRUPO
10:00 - 10:15	RECREO

10:15 - 10:35	LECTURA - TERCER GRUPO
10:35 - 10:55	LECTURA - PRIMER GRUPO
10:55 - 11:15	ORTOGRAFIA
11:15 - 12:00	COMIDA
12:00 - 12:30	ARITHMETICA
12:30 - 1:00	INGLES
1:00 - 1:20	MUSICA, ARTES O JUEGOS
1:20 - 1:35	RECREO
1:35 - 1:55	RELATO DE CUENTOS
1:55 - 2:15	CIENCIA

THE EXPERIMENTAL BILINGUAL SECOND GRADE INVOLVED TEACHING THE STUDENT PARTICIPANT 60% TO 80% OF THE TIME IN HIS NATIVE LANGUAGE. THE BILINGUAL INSTRUCTIONAL AIDE WORKED DIRECTLY UNDER THE SUPERVISION OF THE TEACHER TO CARRY OUT HER INSTRUCTIONAL TASKS. THE FOLLOWING IS A DAILY INSTRUCTIONAL SCHEDULE USED IN THE BILINGUAL EXPERIMENTAL FIRST GRADE FOR CHILDREN FROM SIX TO SEVEN YEARS OLD.

9:00 - 9:15	OPENING EXERCISES (SPANISH)
9:15 - 9:35	PRINTING
9:35 - 10:15	RECESS
10:15 - 10:40	READING (SPANISH) FIRST AND SECOND GROUPS
10:40 - 11:00	READING (SPANISH) THIRD GROUP
11:00 - 11:15	SPELLING (SPANISH)
11:15 - 12:15	LUNCH
12:15 - 12:35	STORY - SPANISH LANGUAGE CULTURAL STORIES
12:35 - 12:55	ARITHMETIC - THREE GROUPS
12:55 - 1:20	ENGLISH - SPECIALIZED ESL INSTRUCTION - THREE GROUPS
1:20 - 1:40	MUSIC (LATIN-AMERICAN CULTURAL), ART AND GAMES
1:40 - 1:50	RECESS
1:50 - 2:15	SCIENCE
2:15 - 2:30	PREPARATION PERIOD TO TERMINATE DAY'S WORK
2:30 -	DISMISSAL

MATERIALS AND CURRICULUM (KINDERGARTEN) - SPANISH LANGUAGE

A. PUBLISHED MATERIALS

1. READINESS FOR LANGUAGE ARTS

BEHAVIORAL RESEARCH LABORATORIES
PALO ALTO, CALIFORNIA

*2. APRENDE EL ABC VOCALIZANDO

LATIN-AMERICAN PRODUCTIONS
LOS ANGELES, CALIFORNIA

*3. ABECEDARIO DE LOS ANIMALES	LATIN-AMERICAN PRODUCTIONS LOS ANGELES, CALIFORNIA
*4. PEQUENOS LIBROS DE ORO	HEFFERMAN SUPPLY CO., INC. SAN ANTONIO, TEXAS
*5. IMAGENES Y PALABRAS - BOOK 1	LATIN-AMERICAN PRODUCTIONS LOS ANGELES, CALIFORNIA
*6. LIBRO DEL MAESTRO - PARA LA ENSEÑANZA ACTIVA DEL IDIOMA VOLUME 1	LATIN-AMERICAN PRODUCTIONS LOS ANGELES, CALIFORNIA
*7. APRESTO EN MATEMATICAS MODERNAS	LATIN-AMERICAN PRODUCTIONS LOS ANGELES, CALIFORNIA
*8. AMANECER EN MI JARDIN	LATIN-AMERICAN PRODUCTIONS LOS ANGELES, CALIFORNIA
*9. A B C INFANTIL	LATIN-AMERICAN PRODUCTIONS LOS ANGELES, CALIFORNIA
*10. APRENDE LOS NUMEROS	LATIN-AMERICAN PRODUCTIONS LOS ANGELES, CALIFORNIA
*11. LIBROS DE CUENTOS	LATIN-AMERICAN PRODUCTIONS LOS ANGELES, CALIFORNIA
*12. SELECCIONES DE ABECEDARIOS	

* WHERE APPROPRIATE, WERE USED IN FIRST GRADE.

B. FILMS (36 FILMS - OBTAINED FROM THE LOS ANGELES COUNTY SPANISH
LANGUAGE SERIES)

C. SPECIAL COMPTON BILINGUAL PROJECT MATERIALS

1. SPECIALIZED - BILINGUAL TECHNIQUE INSTRUCTION
2. SOCIAL STUDIES UNIT - HOME AND COMMUNITY
3. SEASONAL ACTIVITIES
4. APPLICATION OF DR. MARIA MONTESSORI TECHNIQUES FOR COORDINATE
BILINGUALS

MATERIALS AND CURRICULUM (FIRST GRADE) SPANISH LANGUAGE .

A. PUBLISHED MATERIALS

- | | |
|---|---|
| 1. APRENDE EL ABC VOCALIZANDO | LATIN-AMERICAN PRODUCTIONS
LOS ANGELES, CALIFORNIA |
| 2. ABECEDARIO DE LOS ANIMALES | LATIN-AMERICAN PRODUCTIONS
LOS ANGELES, CALIFORNIA |
| 3. APRENDO LAS LETRAS | LATIN-AMERICAN PRODUCTIONS
LOS ANGELES, CALIFORNIA |
| 4. SELECCIONES DE ABECEDARIOS | LATIN-AMERICAN PRODUCTIONS
LOS ANGELES, CALIFORNIA |
| 5. PEQUEÑOS LIBROS DE ORO | HEFFERMAN SUPPLY CO., INC.
SAN ANTONIO, TEXAS |
| 6. SILUETAS DE ORO | HEFFERMAN SUPPLY CO., INC.
SAN ANTONIO, TEXAS |
| 7. IMAGENES Y PALABRAS
BOOK 1 (LECTURA) | LATIN-AMERICAN PRODUCTIONS
LOS ANGELES, CALIFORNIA |
| 8. LIBRO DEL MAESTRO - PARA LA
ENSEÑANZA ACTIVA DEL IDIOMA | LATIN-AMERICAN PRODUCTIONS
LOS ANGELES, CALIFORNIA |

- | | |
|---|---|
| 9. Lengua Espanola-Primer Curso | Latin-American Productions
Los Angeles, California |
| 10. ABC - Leo y Escribo | Latin-American Productions
Los Angeles, California |
| *11. Sorpresas y Maravillas | Latin-American Productions
Los Angeles, California |
| *12. Preprimario de Lectura | Latin-American Productions
Los Angeles, California |
| 13. Pepin en Primer Grado | Latin-American Productions
Los Angeles, California |
| 14. Primero de Lectura | Latin-American Productions
Los Angeles, California |
| 15. Apresto en Matematicas Modernas Pre-escolar | Latin-American Productions
Los Angeles, California |
| 16. La Matematica Moderna-Primer Grado | Latin-American Productions
Los Angeles, California |
| 17. Amanecer en mi Jardin | Latin-American Productions
Los Angeles, California |
| 18. Lengua Espanola - Segundo Grado | Latin-American Productions
Los Angeles, California |
| 19. Libro Segundo de Lectura | Latin-American Productions
Los Angeles, California |
| 20. Libro de Cuentos | Latin-American Productions
Los Angeles, California |
- B. Films (36 films - Obtained from the Los Angeles County Spanish Language Service)
- C. Special Compton Bilingual Project Materials
1. Specialized - Bilingual Technique Instruction
 2. Social Studies Unit - Domestic and Wildlife - Animals - Marine Life
 3. Seasonal Activities

Materials and Curriculum (Second Grade) Spanish

A. Published Materials

- | | |
|--|---|
| 1. Imagenes y Palabras
Book 1 (Lectura) | Latin-American Productions
Los Angeles, California |
|--|---|

- | | |
|--|---|
| 2. Imagenes y Palabras
Book 2 (Lectura) | Latin-American Productions
Los Angeles, California |
| 3. Libro del Maestro - Para la
Ensenanza Activa del Idioma
Volumes I and II | Latin-American Productions
Los Angeles, California |
| 4. ABC - Leo y Escribo | Latin-American Productions
Los Angeles, California |
| 5. Lengua Espanola - Primer
Grado | Latin-American Productions
Los Angeles, California |
| 6. Lengua Espanola - Segundo
Grado | Latin-American Productions
Los Angeles, California |
| 7. La Matematica Moderna -
Primer Grado | Latin-American Productions
Los Angeles, California |
| 8. Orbita - Libro Activo de
Matematica Moderna-Primer
Curso | Latin-American Productions
Los Angeles, California |
| 9. Pepin en Primer Grado | Latin-American Productions
Los Angeles, California |
| 10. Primero de Lectura | Latin-American Productions
Los Angeles, California |
| 11. Amanecer en mi Jardin | Latin-American Productions
Los Angeles, California |
| 12. Sorpresas y Maravillas | Latin-American Productions
Los Angeles, California |
| 13. Libro Segundo de Lectura | Latin-American Productions
Los Angeles, California |
| 14. Libros de Cuentos | Latin-American Productions
Los Angeles, California |
| 15. Assorted Aficiones | Latin-American Productions
Los Angeles, California |
| 16. Assorted Tiempo Libre | Latin-American Productions
Los Angeles, California |
| B. <u>Films</u> (36 films - Obtained from the Los Angeles County Spanish Language
Series) | |
| C. <u>Special Compton Bilingual Project Materials</u> | |
| 1. Specialized-Bilingual Technique Instruction. | |

2. Social Studies Unit. The Interrelatedness of Community Life.
3. Transportation.
4. Seasonal Activities.

Materials and Curriculum (Third Grade)

Kindergarten - Spanish Language

Latin-American Productions
Los Angeles, California

FIRST COURSE

Divided into thirty work units as follows:

- | | | |
|-------------------------------|------------------------------------|---|
| 1 - The Classroom | 11 - Winter | 21 - Crafts and Professions |
| 2 - Toys | 12 - Wild Animals | 22 - The World |
| 3 - The Home | 13 - The City | 23 - Scientific and Tech-
nical Progress |
| 4 - Autumn | 14 - Plants | 24 - Playtime |
| 5 - The Family | 15 - Shopping | 25 - The Country |
| 6 - The Child and his
Body | 16 - Sports | 26 - The Sun, the Moon
and the Stars |
| 7 - Food | 17 - Transportation and
Traffic | 27 - Traveling in Space |
| 8 - Clothing | 18 - Water | 28 - The Sea |
| 9 - Domestic Animals | 19 - Means of Communi-
cation | 29 - Summer |
| 10 - Holidays | 20 - Spring | 30 - Vacation Time |

List of materials:

Fifteen picture books, GIRASOL, without words, to develop interpretation of picture clues, ability to make inferences and provide opportunity for storytelling.

Thirty colorful 34" x 26" murals to create the focal point for the unit, serving as a springboard for discussion and concept building.

FIRST GRADE

- | | |
|--|---|
| 1. Arboleda 1 (Lectura) | Latin-American Productions
Los Angeles, California |
| 2. Orbita - Primer Curso - Libro
Activo de Matematica Moderna | Latin-American Productions
Los Angeles, California |
| 3. Gaviota - Primer Curso - Activi-
dades Manuales y Artisticas | Latin-American Productions
Los Angeles, California |

4. Canciones Populares (Coleccion Mar Adentro)

Latin-American Productions
Los Angeles, California

5. One set Balada Records and Book

Latin-American Productions
Los Angeles, California

6. Libro Guia para el Primer Ano de Ensenanza Primaria

Latin-American Productions
Los Angeles, California

SECOND GRADE

1. Arboleda 2 (Lectura)

Latin-American Productions
Los Angeles, California

2. Orbita - Segundo Curso - Libro Activo de Matematica Moderna

Latin-American Productions
Los Angeles, California

3. Gaviota - Segundo Curso - Actividades Manuales y Artisticas

Latin-American Productions
Los Angeles, California

4. Canciones Populares (Colecciones Mar Dentro)

Latin-American Productions
Los Angeles, California

5. One set Balada Records and Books

Latin-American Productions
Los Angeles, California

6. Libro Guia para el Segundo Ano de Ensenanza Primaria

Latin-American Productions
Los Angeles, California

THIRD GRADE - Vertical Expansion from Bilingual Second Grade

1. Selecciones de Abecedarios

Latin-American Productions
Los Angeles, California

2. Libro del Maestro para la Ensenanza Activa del Idioma - Volumes I and II

Latin-American Productions
Los Angeles, California

3. ABC Leo y Escribo de Lectura - Primero

Latin-American Productions
Los Angeles, California

4. Lengua Espanola Primer Grado

Latin-American Productions
Los Angeles, California

5. Lengua Espanola Segundo Grado

Latin-American Productions
Los Angeles, California

6. Lengua Espanola Tercer Grado

Latin-American Productions
Los Angeles, California

7. Aventura del Lenguaje 3

Latin-American Productions
Los Angeles, California

8. Amanecer en mi Jardín	Latin-American Productions Los Angeles, California
9. Sorpresas y Maravillas	Latin-American Productions Los Angeles, California
10. Arboleda 3	Latin-American Productions Los Angeles, California
11. Gaviota - Actividades Manuales y Artísticas - Tercer Curso	Latin-American Productions Los Angeles, California
12. Canciones Populares (Colección Mar Adentro)	Latin-American Productions Los Angeles, California
13. Assorted Aficiones	Latin-American Productions Los Angeles, California
14. Assorted Tiempo Libres	Latin-American Productions Los Angeles, California
15. Libro Guía para el Tercer Año de Enseñanza Primaria	Latin-American Productions Los Angeles, California
16. One set Balada Records and Books	Latin-American Productions Los Angeles, California

The Bilingual Teachers selected for this project to carry out the Bilingual-Bicultural curriculum met the following criteria:

1. Previously taught in Spanish and English and knew standard Spanish to teach basic skills;
2. Knew Spanish vernacular to communicate effectively with pupils and their parents;
3. Understood and accepted local Spanish-speaking pupils and their local popular culture;
4. Had course work in the Spanish language, culture, and pedagogic techniques;
5. Had experience in primary grade teaching in the United States.

These teachers were also selected for their compatibility, ability to work with minority group students, and had an innovative educational philosophy.

THESE THREE TEACHERS HAD A STRONG DESIRE TO PARTICIPATE IN THIS DEMON-
STRATION/RESEARCH TYPE OF PROGRAM AND VOLUNTEERED MANY EXTRA HOURS IN
DEVELOPING SPANISH LANGUAGE MATERIALS AND BILINGUAL TECHNIQUES.

BILINGUAL EDUCATION AS A TOOL FOR POSITIVE SOCIAL CHANGE
(SCHOOL YEAR 1970-71)

THIS BILINGUAL-BICULTURAL PROJECT SITUATED IN A HEAVILY POPULATED URBAN AREA OF METROPOLITAN LOS ANGELES HAS FACED PROBLEMS, DEMANDS AND SITUATIONS OF EXTREME COMPLEXITY. AS STATED THROUGHOUT THE LONG RANGE PROGRAM GOALS AND IMMEDIATE GOALS OF THE SECOND YEAR FOR A BILINGUAL-BICULTURAL PROFESSIONAL TREATMENT IN A NEWLY UNIFIED PUBLIC SCHOOL SYSTEM, TWO MAJOR PEDAGOGICAL GOALS WERE CONTINUALLY STRESSED. THE FIRST WAS TO HELP EACH PUPIL BECOME AWARE OF HIS UNIQUE SELF-WORTH AND DEVELOP HIS VALUE SYSTEM TO BECOME A RESPONSIBLE CITIZEN IN A DYNAMIC SOCIETY. THE SECOND WAS TO HELP EACH BILINGUAL-BICULTURAL STUDENT OBTAIN, THROUGH ESEA, TITLE VII FUNDING, THE KNOWLEDGE, SKILLS AND DUAL LANGUAGE DEVELOPMENT NEEDED FOR SURVIVAL IN THE COMPLEX URBAN AREAS OF LOS ANGELES, CALIFORNIA.

THIS PROJECT AS A TOOL FOR POSITIVE HISPANIC AMERICAN SOCIAL CHANGE DEVELOPED BILINGUAL-BICULTURAL RELEVANT CURRICULUM MATERIALS IN BOTH AFFECTIVE AND COGNITIVE DOMAIN THAT ACTUALLY REPRESENTED THE CULTURAL WORLD OF THE COMMUNITY AND STUDENTS. THE APPENDICES OF THIS NARRATIVE EVALUATION REPORT CONTAIN SAMPLES OF THIS DEVELOPMENT. THE "SOCIAL DYNAMITE" AND THE SOCIAL POLITICAL THRUST OF THE "CHICANO MOVEMENT" BECAME A BASIS OF REALITY FOR MEETING RELEVANT COMMUNITY CONCERNS BY THE ESEA, TITLE VII PROJECT. AS A TOOL FOR SOCIAL CHANGE, THE PROJECT DIRECTOR, FRANK M. GOODMAN, DEVELOPED AN ACCREDITED COMPTON COLLEGE COURSE FOR COMMUNITY AWARENESS AND PARTICIPATION IN DEVELOPING A NEW APPROACH TO REACH THE CULTURALLY DIFFERENT MEXICAN-AMERICANS. THIS COMMUNITY COLLEGE CLASS HAD OVER FORTY REGISTERED STUDENTS AND IS GIVEN IN TWO LANGUAGES, SPANISH AND ENGLISH.

THE LOCAL POPULAR CULTURE "CHICANISMO" AS PERCEIVED BY THE STUDENTS WAS ENCOURAGED TO BE DEVELOPED AND PRESENTED AS A LINGUISTIC TREASURE HELD IN HIGH ESTEEM BY THE MEXICAN-AMERICAN STUDENTS. THE COMPTON COLLEGE APPLICATION FOR ADMISSION REQUESTS FOR SURVEY PURPOSES AN ETHNIC GROUP IDENTIFICATION. THE MAJORITY OF THESE STUDENTS WROTE IN THE FOLLOWING ALTERNATIVE INSTEAD OF SPANISH SURNAME: "CHICANO OR CHICANA". THIS INDICATED A STRONG HOME LANGUAGE AND CULTURE RELEVANT TO THE LIVES OF THE MEXICAN-AMERICAN STUDENTS IN COMPTON. THIS COURSE OUTLINE, SEE APPENDICES, ACKNOWLEDGES THE LONGER RANGE SOCIAL CONSEQUENCES FOR ETHNIC LANGUAGE MAINTENANCE AND SHIFT.

THE FOLLOWING ACTIVITIES WERE INITIATED BY PROJECT ESEA, TITLE VII STAFF AS BEING RELEVANT TO THE COMMUNITY AWARENESS COMPONENT. THESE FOLLOWING EXAMPLES HAVE ACTUALLY STIMULATED POSITIVE SOCIAL CHANGE AMONG MEXICAN-AMERICANS.

1. THE PARENT ADVISORY COUNCIL - AT OPEN FORUM, SELECTED A STEERING COMMITTEE TO PROMOTE A CLOSER "SCHOOL-COMMUNITY PARTNERSHIP" TO ALLEVIATE CONFLICT PROBLEMS CONCERNING BILINGUAL-BICULTURAL EDUCATION. THIS SELECTION TOOK PLACE IN OCTOBER 1970.
2. SMALL EXPERIMENTAL COMMUNITY GROUP SEMINARS, USING "REALITY THERAPY" TECHNIQUES OF WILLIAM GLASSOR M.D., WERE HELD BY THE PROJECT DIRECTOR TO LATER BE IMPLEMENTED IN THE THIRD YEAR PEAK PERIOD.
3. SMALL COMMUNITY AND PARAPROFESSIONAL GROUPS HELD SENSITIVITY SESSIONS TO DISCOVER FROM THEIR OWN PAST EXPERIENCES WHAT WOULD BE REQUIRED TO WORK WITH PEOPLE TODAY.
4. PRE-SERVICE TRAINING IN WORKING WITH CULTURALLY DIFFERENT MEXICAN-AMERICAN YOUNGSTERS WAS INITIATED AS PART OF THE PROJECT'S PERFORMANCE OBJECTIVES TO PLACE IN THE BILINGUAL INSTRUCTIONAL AIDE COLLEGE COURSE TECHNIQUES IN HUMAN RELATIONS.
5. PARENTS AND PARAPROFESSIONALS WERE ENCOURAGED TO DEVELOP CREATIVE EDUCATIONAL IDEAS TO MEET THE GROWING COMPLEXITY OF URBAN LIVING. THE CONCEPT AND COMMISSIONING OF A MURAL TO DEPICT THE CULTURALLY DIFFERENT MEXICAN-AMERICAN WAS A RESULT. UNUSUAL CLASSROOM AND COMMUNITY TRAINING AIDS WERE ALSO DEVELOPED BY PARENTS AND PARAPROFESSIONALS.

6. A "sister school" concept with an Ensenada School in Mexico was also initiated for developing cultural and educational ties as an initial step toward a comprehensive bilingual-bicultural education program.

THE BILINGUAL-BICULTURAL TOOL FOR SOCIAL CHANGE HAS BEEN BASED UPON THE NATURE OF RESPONSIBILITY. THE AFFECTIVE DOMAIN MEASUREMENTS HAVE BEEN THROUGH INSTRUMENTS OF INVOLVEMENT WITH OTHER PEOPLE, CARE FOR ONE'S NEIGHBOR AND A MODEL BILINGUAL PROGRAM AS A RESOURCE TO SHOW PEOPLE HOW TO HELP THEMSELVES TO FULFILL THEIR NEEDS, WHEN GIVEN ESEA, TITLE VII GUIDANCE TO DO SO. POSITIVE SOCIAL CHANGE DID TAKE PLACE WITHIN A TWO YEAR PERIOD. DR. JOHN PLAKOS, DIRECTOR OF THE NATIONAL CONSORTIA FOR BILINGUAL EDUCATION AT FORT WORTH, TEXAS, AND DR. PLAKO'S WIFE VISITED THIS PROJECT TO REVIEW ITS ENTIRE DESIGN. AT A SPECIALLY CALLED STEERING COMMITTEE MEETING, LEADERS OF EIGHT LATIN AMERICAN ORGANIZATIONS INTERVIEWED BY DR. PLAKOS REFLECTED THE SUCCESSFUL FULFILLMENT OF THE ORIGINAL PROJECT PERFORMANCE OBJECTIVES. DR. GONZALES, OF THE NATIONAL CONSORTIA, CONTACTED THIS PROJECT DIRECTOR ON FEBRUARY 10, 1971, TO REVIEW IMPORTANT COMPONENTS FOUND BY THE NATIONAL CONSORTIA TO BE TOOLS FOR SOCIAL CHANGE.

ACQUISITION, ADAPTATION AND DEVELOPMENT OF MATERIALS
(SCHOOL YEAR 1970-71)

THE BILINGUAL PROJECT CLASSROOMS USED TEACHING MATERIALS DEVELOPED BY THE PROJECT STAFF TO FIT THE INDIVIDUAL LANGUAGE DEVELOPMENTAL NEEDS OF EACH BILINGUAL STUDENT. CONTINUAL MATERIAL SELECTION FOR THIS PROGRAM WAS ACCOMPLISHED THROUGH CONFERENCES WITH PARENTS OF THE CHILDREN ENROLLED IN THE PROGRAM AND PARENT ADVISORY COUNCIL RECOMMENDATIONS, AS STATED IN THE INTERIM. AN APPROPRIATE CHECK LIST HAS BEEN DESIGNED TO ASSIST INTERESTED COMMUNITY GROUPS, CITIZENS AND STAFF PERSONNEL TO MAKE A KNOWLEDGEABLE SELECTION. RECOGNIZED LATIN-AMERICAN EDUCATORS FROM MEXICO AND THE DOMINICAN REPUBLIC CRITIQUED MATERIAL SELECTION AND STAFF DEVELOPED MATERIALS AS TO THEIR INSTRUCTIONAL MERIT IN CARRYING OUT THE EDUCATIONAL OBJECTIVES OF THE CLASSROOM TEACHER.

THE PROJECT DIRECTOR CONTINUED TO REVIEW SPANISH LANGUAGE TEXTBOOKS AND CURRICULUM MATERIALS FOR ACQUISITION, ADAPTATION AND PROJECT DEVELOPMENT. THE FOLLOWING COMPANIES ARE CURRENTLY USING THE SERVICES OF THE PROJECT DIRECTOR TO REVIEW AND APPROVE THEIR SPANISH LANGUAGE MATERIALS FOR USE IN BILINGUAL-BICULTURAL EDUCATION: LATIN AMERICAN PRODUCTIONS OF LOS ANGELES, CALIFORNIA; HISPANIC AMERICAN PUBLICATIONS INC. OF NEW YORK; EDITORIAL VASCO AMERICANA, S.A., OF BILBAO, SPAIN.

1. INDEPENDENT EDUCATIONAL ACCOMPLISHMENT AUDITOR REPORT OF APRIL 28, 1971 "THE MATERIALS THAT HAVE BEEN ADDED TO THE TITLE VII PROGRAM APPEAL TO LEARNING BY MULTIPLE SENSE MODALITIES, AN EFFECTIVE APPROACH FOR COGNITIVE DEVELOPMENT OF CHILDREN".

COMMUNITY INVOLVEMENT

THE BILINGUAL PARENT ADVISORY COUNCIL, INSTITUTIONAL REPRESENTATIVES AND "FRIENDS" FOR THE COMPTON BILINGUAL PLAN, WERE ACTIVE IN THEIR PARTICIPATION IN ADVANCING THE IMMEDIATE PROGRAM GOALS. FIFTEEN "STEERING" COMMITTEE MEETINGS PROMOTED PARENT INVOLVEMENT AND BETTER UNDERSTANDING BETWEEN HOME AND SCHOOL. THE INTERIM AUDIT REPORT OF MARCH 4, 1971 STATED THAT "SCHOOL-PARENT AND PARENT-SCHOOL COMMUNICATION IS FREE FLOWING AND HIGHLY ADEQUATE. THE COORDINATOR AND ADVISORY COUNCIL HAVE JOINTLY PLANNED MANY OF THE OBJECTIVES AND ACTIVITIES FOR THE BILINGUAL EDUCATION PROGRAM." HE FURTHER ADDED THAT "THE COORDINATOR IS NOW CONCENTRATING HIS EFFORTS NOT ONLY ON KEEPING THE PARENTS INFORMED OF SCHOOL ACTIVITIES, BUT ALSO PROVIDING THE COMMUNITY WITH INSIGHT INTO WHAT THEY CAN DO AT HOME TO ENHANCE THEIR CHILDREN'S EDUCATIONAL DEVELOPMENT. IF NOTHING ELSE, THESE ACTIVITIES WILL REMOVE THE VALUE CONFLICTS THAT GENERALLY EXIST BETWEEN CULTURALLY DISADVANTAGED HOMES AND SCHOOLS."

THE INTERIM AUDIT REPORT OF APRIL 28, 1971 FOLLOWED UP THE COMMUNITY INVOLVEMENT COMPONENT WITH THE FOLLOWING CRITIQUE. "THE COMMUNITY HAS CONTINUED TO SHOW A HIGH DEGREE OF INTEREST IN THE TITLE VII PROGRAM. THE PARENT ADVISORY COUNCIL AS WELL AS OTHER MEMBERS OF THE COMMUNITY HAVE TAKEN AN ACTIVE ROLE IN THE EVALUATION OF TEXTBOOKS TO BE USED IN THE PROJECT FOR THE COMING YEAR." "A COURSE IN THE COMPTON JUNIOR COLLEGE HAS BEEN DEVELOPED AND IS CURRENTLY BEING OFFERED TO PREPARE COMMUNITY VOLUNTEERS IN THE SKILLS OF CLASSROOM TUTORING, EDUCATIONAL MATERIAL MAKING, AND FOLKLORIC DANCING."

THE SEVEN BILINGUAL INSTRUCTIONAL AIDES HAVE VOLUNTEERED OVER 150 EXTRA UNPAID HOURS IN THE FOLLOWING COMMUNITY ACTIVITIES: CANCER CLINIC ON SATURDAY, PARENT TEACHER ASSOCIATION COMMITTEE ACTIVITIES, UNPAID SERVICES TO THE "FOLLOW THROUGH PROGRAM" AND VOLUNTEER SERVICES TO LOCAL COMMUNITY MEXICAN-AMERICAN ORGANIZATIONS.

THE JEFFERSON SCHOOL COMMUNITY GAVE OF THEIR TIME TO VOLUNTEER OVER 300 HOURS OF SERVICES, RESOURCES AND GUIDANCE TO BETTER LINK THE SCHOOL, HOME AND COMMUNITY TO A BOND OF SERVICE TO THE CHILD.

THE NEWLY FORMED MEXICAN-AMERICAN CULTURAL CENTER BECAME THE INTEGRAL LINK FOR SOCIAL AND CULTURAL ACTIVITIES AMONG THE SCHOOL, HOME, AND COMMUNITY. THE RESOURCES OF THIS NEWLY FORMED CULTURAL CENTER IS NOW CALLED UPON BY THE TITLE VII PROJECT DIRECTOR TO HELP THEIR MULTI-ETHNIC BILINGUAL-BICULTURAL PROGRAM TO CONTINUE THE SUCCESSES GAINED IN THE PAST TWO YEARS.

STAFF DEVELOPMENT

A SERIES OF PLANNED EXPERIENCES, REGULARLY SCHEDULED AND SEQUENTIALLY ORGANIZED WAS OPERATIONAL. THE APPENDICES OF THIS REPORT GIVES THE INSERVICE TRAINING COURSE FOR PROFESSIONAL STAFF. AS WRITTEN IN THE INTERIM AUDIT REPORT OF APRIL 28, 1971, "IN-SERVICE TRAINING SESSIONS HAVE BEEN HELD ON A WEEKLY BASIS." THE REPORT CONTINUES THAT "THE PROGRAM DIRECTOR AND STAFF ARE RESORTING TO A CRITERION REFERENT AS AN AID TO ASSESS PROGRESS TOWARDS ACHIEVEMENT OF OBJECTIVES".

CORRECTED

BUDGET REQUIREMENTS

NOTE: Itemized budgets for each of the separate components are included in the section on "Descriptive Expenditure Account"

Account 200 - Professional

Project Coordinator	\$ 17,400
Bilingual Teachers (3) @ \$14,500	<u>43,500</u>
	\$ 60,900

Account 200 - Non-Professional

Project Clerk	\$ 6,000
Bilingual Aides (4) @ \$4008	16,032
Community Aide	<u>4,008</u>
	\$ 26,040

Account 200 - Contracted Services

Independent Educational Audit	\$ 2,000
Internal Evaluator	2,000
In-Service Training (at college)	<u>900</u>
	\$ 4,900

Account 100 and 200 - Materials and Supplies

Office Materials and Supplies	\$ 100
Instructional Materials and Supplies	<u>960</u>
	\$ 1,060

Account 200 - Travel

District Travel (Administration)	\$ 200
Project Travel - for Conferences	<u>700</u>
	\$ 900

Account 200 - Other Expenses

In-Service Training (Materials needed for class)	\$ 500
	\$ 500

CORRECTED

Budget Requirements (Continued)

-2-

Account 800 - Fixed Charges

Fringe Benefits (Certificated):

Retirement - 3%	\$ 1827	
Compensation - .6534%	398	
Annuity (4 @ \$12 ea.)	48	
Health (4 @ \$197 ea.)	<u>788</u>	\$ 3,061

Fringe Benefits (Classified):

Retirement - 7.25%	\$ 2470	
Compensation - .6534%	223	
OASDI - 4.8%	1634	
Health - \$197 ea.	<u>1576</u>	4,300

Account 1230 - Capital Outlay

Equipment	<u>760</u>
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GRAND TOTAL	- - - -	\$ 102,421
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MONTH OF JUNE 1971 (Minus)	-	<u>10,242</u>
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\$ 92,179

UNEXPENDED BALANCE 6/30/70	-	<u>3,718</u>
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\$ 88,461

JUNE 1970 EXPENSES (Plus)	+	<u>7,277</u>
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<u>NEGOTIATED 1970/71 GRANT</u>		\$ 95,738
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DESCRIPTIVE EXPENDITURE ACCOUNT

CORRECTED

Expense Class	Item	Project Time		Quantity	Salary or Cost	Budgeted Amount
		Full	Part			
200	<u>Salaries (Professional)</u>				\$ 17,400	\$ 17,400
	Project Coordinator - Frank Goodman Teacher's Salary Scale plus 1.2 10 Mos. = \$14,500 X 1.2	X		1		
	Bilingual Kindergarten Teacher (Mrs. Faith Carney)	X		1	14,500	14,500
	Bilingual First Grade Teacher (Mrs. Lucille Gallegos)	X		1	14,500	14,500
	Bilingual Second Grade Teacher	X		1	14,500	14,500
200	<u>Salaries (Non-Professional)</u>					
	Project Clerk II - Bilingual (Mrs. Josefina Corpus)	X		1	6,000	6,000
	Bilingual Aides	X		4	4,008 (Ea.)	16,032
	Community Aide (Mrs. Marie Chavez)	X		1	4,008	4,008
200	<u>Contracted Services</u>					
	Independent Educational Accomplishment Audit		X		2,000	2,000

DESCRIPTIVE EXPENDITURE ACCOUNT (Cont'd) CORRECTED

Expense Class	Item	Project Time		Quantity	Salary or Cost	Budgeted Amount
		Full	Part			
200	<u>Contracted Services (Cont'd)</u> Internal Evaluator In-Service Training - Bilingual Aides (Compton Community College)		X	20 Da. 36 Sessions	\$ 100/Da. 900	\$ 2,000 900
	<u>Materials and Supplies</u>					
100	Office Materials and Supplies (For Bilingual Clerk)			10 Mos.	100	100
200	Instructional Materials & Supplies: Books, tapes, records, films, models charts, filmstrips, workbooks, consumable supplies (For 6 classes)			10 Mos.	960	960
200	<u>Travel</u> Car Allowance (Allowed by District) Official Trips			10 Mos. 10 Mos.	20/Mo. 700	200 700
200	<u>Other Expenses</u> In-Service Training Materials (Professional books, consumable supplies, tapes, films, records needed for Bilingual Aides' college class)			36 Sessions	500	500

DESCRIPTIVE EXPENDITURE ACCOUNT (Cont'd) CORRECTED

Expense Class	Item	Project Time		Quantity	Salary or Cost	Budgeted Amount
		Full	Part			
800	<u>Fixed Charges</u>					
	<u>Fringe Benefits (Certificated)</u>					
	Retirement - 3% \$ 1827					
	Compensation - .6534% 398					
	Annuity (4 @ \$12 ea.) 48					
	Health (4 @ \$197 ea.) 788					
				10 Mos.	\$ 3,061	\$ 3,061
	<u>Fringe Benefits (Classified)</u>					
	Retirement - 7.25% \$2470					
	Compensation - .6534% 223					
	OASDI - 4.8% 1634					
	Health - \$197 ea. 1576					
				10 Mos.	4,300	4,300
1230	<u>Capital Outlay (Equipment)</u>					
	Phono-Visual Equipment			3	53.33 ea.	160
	Photo-Copier Typewriter (Foreign Language)			1) 1)	600	600
GRAND TOTAL						\$ 95,738

RESULTS AND DISCUSSION

During the course of the first year of the program, it became evident that a good deal of interaction between the experimental and comparison groups, both teachers and children, could not be avoided. In particular, the ESL teacher seemed to feel that her own skills were being tested, rather than the different instructional methods. Also, although the Principal understood and sympathized with the need for experimental rigor in the random assignment of students to treatments, he felt that it would be difficult for him to justify to parents why certain children were given what might be considered the "preferred" treatment while other children, equally lacking in competence in English, were not. As far as he was concerned, all children should be given the best instruction available in his school.

To avoid these problems and the tensions they engendered, the responsible project officers decided to select a control group in another school in the district. The Francis Willard School, which is in close proximity to the Thomas Jefferson School and draws on a very similar ethnic population, seemed to be the most appropriate. There the kindergarten, first, and second grade classes with the largest percentage of non-English-speaking children were identified as the comparison groups. No bilingual program was available at this school and the children were to be given only the comparable series of pretests and posttests. It was later learned, however, that approximately half of the children in the kindergarten and second grade were in the special ESL class, and the scores of these children are analyzed separately in this report.

At the Thomas Jefferson school, the teachers who had been in the first year of the bilingual program continued to teach the kindergarten and the

first grade experimental classes. However, a problem arose in the selection of a teacher for the second grade. The school district had undergone a major reorganization, having become unified with two adjacent systems, and a reshuffling of teachers ensued. Inadvertently, a teacher previously employed at the high school level with English speaking students was appointed to this class. This proved to be extremely unfortunate; the teacher was unhappy with her new assignment and her skills were not appropriate for this group of students. More importantly, however, the Mexican-American community objected strenuously to this choice for the bilingual teacher, and it became necessary to appoint a Spanish-speaking substitute teacher on an interim basis. During this period, a meeting with the Community Representative, Project Officers, and the school Principal took place. After exploring various possibilities, it was learned that a new teacher, a young man of Mexican-American background, had originally requested to teach in the bilingual program but had been assigned to teach an intermediate grade. With the cooperation of the Principal, this young man was asked to take over the second grade bilingual class. Unfortunately, however, several months had elapsed; it is quite likely that the comparatively limited gains made by this group are a reflection of the changes in teachers which occurred during the first part of the school year.

There was also a change of teacher in the bilingual kindergarten in January. Although an excellent replacement was available and there was time to make a smooth transition, it is quite likely that this class might have shown even greater gains if this interruption had not occurred.

The kindergarten and first grade classes were pre- and posttested with the Goodenough Draw-a-Man test, the Stern Expressive Vocabulary Inventory in English and Spanish, the Inter American Oral Comprehension Test in English and Spanish, and the Spanish language versions of the Inter American General Ability and Reading Tests by the staff of the bilingual project; the second grade children were given only the latter two tests. The major evaluation of the older children was to be in terms of their performance on the appropriate grade level achievement tests given in English to all the children in the District. The children in this program were not expected to perform at grade level after one or even two years of the special curriculum, but it was felt that the standard tests would constitute a more rigorous yardstick with which to compare the progress of the experimental and control groups.

However, when the test data were requested for inclusion in this report, it was learned that the District had decided on a random sampling test program and none of the children from this project had been included. For this reason there is at this time very little basis on which to evaluate the past year's progress in comprehending the written English language. Fortunately, this deficit is not critical since the same children will be continuing in the experiment and a complete battery of English language achievement tests will be given in May, 1972. As many as possible of these instruments will also be administered in October, 1971.

Turning now to an examination of the data, Table 1 reveals no gross discrepancies in age between the experimental and control groups. However, the standard deviation of 10.4 pre and 10.8 post for the experimental second grade was far greater than that of any other group. When the experimental classes were analyzed in terms of children who had participated

in the previous (1969-1970) year and those who were new to the bilingual program, it was found that children in the latter group were significantly older (.01 level). This was true not only in the second grade, which had a wide age range within the class, but also in the first grade. It might be surmised that there was a tendency to place a child with minimal competence in English in a grade below his normal age level, especially when that class might provide a more appropriate curriculum.

The children in the kindergarten and first grades were given the Goodenough Draw-a-Man test as a measure of non-verbal mental ability. The results, reported in Tables 2a-c, are somewhat suspect. While there is a main effect for treatment and an extremely strong grade-by-treatment interaction, Table 2c reveals that the highest score is obtained by the kindergarten control children, who ostensibly have gained 15 months of mental age over the seven and one-half months between pre and posttest. Since this finding is not corroborated by similar outstanding performance on any other test, it may be that the teacher of this class spent a good deal more time in art activities, with emphasis on drawing the human figure, than any of the other teachers. Obviously the validity of this test as a measure of mental functioning is open to question.

The scores on the Expressive Vocabulary Inventory, given in English and Spanish to the kindergarten and first grade children, are reported in Tables 3a-d and 4a-d. These data provide strong support for the effectiveness of the bilingual program. The scores of the experimental group as a whole are significantly superior to the control whether the test is given in Spanish or English. It is interesting to note that the kindergarten girls in the Mexican-American population have far less command of English, both on the pretest and the posttest, than do their male peers, but the situation is reversed when the same test is given in Spanish. Most

relevant with respect to the objectives of the bilingual program, it should be noted that whereas the scores on the Spanish version of the EVI of the children in the experimental group increase measurably from pre to posttest, the control group scores show no reliable change.

Three Inter American tests were used in the 1970-71 evaluation: the General Ability and Reading tests were given in Spanish only, and the Oral Comprehension test was given in both English and Spanish. The Inter American series was selected as providing a sequence of measures which could be compared across grades. The Preschool level of the General Ability test was given to the kindergarten children and the Primary level to both first and second grades. Both of these tests have a maximum score of 80 points, with 25 oral vocabulary, 15 number, 20 association, and 20 classification items. However, it is clear from the data presented in Tables 5a-d that there is a major discrepancy between the difficulty of the Preschool and Primary levels of the test, especially on the pretest. The children in the first and second grade experimental classes approach the scores of the kindergarten children on the posttest, but the scores of the control children in these grades show little progress and are significantly below those of the other groups. There is also a sex-by-grade-by treatment interaction, with kindergartners, girls, and experimental groups achieving the highest scores and girls in the first and second grade control classes receiving the lowest scores.

Only the children in the first and second grades received the Inter American Reading Test. This test, given in Spanish, provides strong evidence supporting the value of the bilingual curriculum. The main effect for treatment was significant at the .001 level, with both experimental classes superior to the controls. The significant grade-by-treatment interaction is due entirely to the fact that the second grade experimental

group gained only 13 points from pre to posttest while the first grade showed a 23 point improvement. With the pretest score as covariate, the adjusted posttest score of the first grade class is almost four points higher than that of the second grade. Evidently the lack of an appropriate bilingual teacher for the first four months of the school year placed these children under a handicap which they did not have time to overcome.

While Tables 7a-c present no evidence of differences between the first grade experimental and control children in Oral Comprehension when the test was given in Spanish, on Tables 8a-c it can be seen that there was a significant main effect for treatment when the test was presented in English. Thus, even though the control group obtained a significantly higher score on the pretest, indicating that they possessed a much better grasp of English at the beginning of the school year than did their peers in the experimental group, the children in the bilingual program improved significantly in Oral English Comprehension; the control children made little measurable progress over the year.

One of the expected values of the bilingual program is that there will be a strengthening of the child's feelings of self worth and confidence in his own ability. This would be due not only to his increase in language facility but also to the building of pride in his ethnic heritage. Since no standard tests especially for this purpose with Mexican-American children is available, a still experimental test of self-competence now being developed at the UCLA Early Childhood Research Center was given. This instrument is designed for children between the ages of four and six years, and therefore is inappropriate for most of the first grade and all the second grade children. It was given in March, 1971, and again in May, but only to the children in the experimental kindergarten and first grade

classes. The data, presented in Table 9, indicate that although there was a consistent increment over this short interval, the gains were not statistically significant. However, since it is very likely that if the test had been given at the beginning of the school year the pretest scores would have been considerably lower, and some change effects might have been obtained, there seems to be some basis for using this test as a measure of the affective impact of the program with the younger children. Hopefully, some other instrument for measuring changes in self-evaluative concepts with older children will be available.

Tables 10 to 12 present the correlation matrixes for the experimental and control groups, by grade. Pre-post test correlations as well as relationships among the various dependent variables can be seen. Of particular interest with the kindergarten classes is the strong posttest correlation between EVI-E and EVI-S for the experimental group, contrasted to the negative correlation for the control group on the same measures. With the children in the first grade there are no comparable correlations between these posttests.

Although all the children who were in the 1969-70 bilingual program were kept together and promoted as a group into the next higher grade, due to the extreme mobility of this population many of the children did not return. Since it was unrealistic to expect the school to carry a class of approximately 13 children, the experimental classes were brought up to an acceptable size by adding children with presumably similar backgrounds. As indicated earlier, however, these children were, on the average, older than the original experimental population at that grade level. Other differences between these two subsets are presented in Tables 13a-b and 14a-b. While none of these reached statistical significance, it is clear that the EVI-E pretest scores for the first year group are significantly below those of the second year children. This is the only test on which

progress in English language competence can be compared. It is not surprising that there were no Spanish language differences between the two groups of experimental children within the same classes.

The children in the control group also consisted of two subsets. In both the kindergarten and the second grade approximately half of the class were identified as receiving an ESL program. This may also have been true in the first grade, but only three of the children at that level were specifically tagged as ESL, and thus no analyses were run.

To determine whether the children in the ESL group were performing any differently on the dependent measures than their classmates, several **separate** analyses were carried out. The data reported in Table 17 indicate no significant differences between these groups when posttest scores are adjusted for pretest. However, it is clear that the kindergarten children in the concurrent ESL program scored significantly lower on the EVI given in English, and even on the posttest were considerably below the pretest scores of their classmates. Since no English language tests were given to the second grade children, comparable information is not available, but it is safe to assume that only children with extremely limited facility in English would be attending the ESL sessions.

Obviously it will always be difficult to maintain a "pure" control group. Nor would even the most rigorous experimentalist wish to deprive any child of the opportunity to learn as much and as efficiently as he can. The true measure of the bilingual approach must be taken against all other forms of special interventions. If the children in the bilingual program hold their own in English language competence compared with those receiving instruction which stresses only acquisition of the "second" language, and at the same time produces increasing competence in the "first" language, the bilingual method will have succeeded. However, the

the indications from the data presented here are that these children not only are making significant gains in Spanish but their English language competence is equal to or superior to that of ~~the~~ children receiving the regular grade level instruction, whether or not it is augmented by a special ESL program.

The critical evaluation of the bilingual curriculum must wait until additional data from English language tests become available. Thus the results of the testing at the end of the next academic year should be able to provide more clear-cut answers.

LIST OF TABLES

TABLE

1	Means and Standard Deviations for Chronological Age (Months) by Grade and Treatment
2a	Means and Standard Deviations for Mental Age in Months, Based on Goodenough-Harris Draw-a-Man Test
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TABLE 1
Means and Standard Deviations for Chronological Age (Months)
by Grade and Treatment

Grade	Treatment	N	Pretest	S.D.	N	Posttest	S.D.
Kindergarten	Experimental	27	62.7	3.7	24	68.5	3.2
	Control	26	65.9	5.0	18	73.6	5.1
First Grade	Experimental	23	78.6	5.1	23	86.0	5.7
	Control	23	77.6	4.4	21	83.3	4.6
Second Grade	Experimental	24	91.9	10.4	23	99.6	10.8
	Control	20	90.2	6.5	16	96.1	5.3

First Grade Experimental

First year in program	10	83.4	4.8	
Second year in program	8	88.2	4.1	$t = 7.87; p < .01$

Second Grade Experimental

First year in program	14	96.4	9.5	
Second year in program	8	104.6	11.2	$t = 6.03; p < .01$

TABLE 2a
Means and Standard Deviations for Mental Age in Months,
Based on Goodenough-Harris Draw-a-Man Test

Grade	Treat- ment	Sex	N	Mean	S.D.	Covariate	Adjusted	S.E.
K	E	M	16	66.4	11.3	56.0	70.2	2.3
1	E	M	11	74.5	5.3	67.9	73.9	2.4
K	C	M	6	81.0	10.7	58.5	83.9	3.3
1	C	M	6	80.5	3.5	75.5	77.1	3.3
K	E	F	6	68.0	8.4	54.3	72.5	3.4
1	E	F	7	79.7	9.0	73.9	76.9	3.1
K	C	F	11	80.8	7.7	69.6	79.6	2.4
1	C	F	11	76.1	5.9	77.5	72.0	2.7

TABLE 2b
Analysis of Covariance (Pretest as Covariate)

Source of Variance	d.f.	Mean Square	F
Sex	1	16.56	0.27
Treatment	1	317.56	5.23*
S x T	1	218.68	3.60
Grade	1	24.62	0.41
S x G	1	-0.07	-0.00
G x T	1	575.93	8.50**
S x T x G	1	2.49	0.04
Error	65	60.71	

* $p < .05$; ** $p < .01$.

TABLE 2c
Means and Standard Deviations for Grade x Treatment

Group	N	Pretest	S.D.	N	Posttest	S.D.	Adjusted	S.E.
K E	26	56.0	9.2	23	67.4	10.6	70.5	2.0
1 E	21	69.0	10.0	19	76.6	7.0	75.2	1.9
K C	25	65.3	11.5	17	80.9	8.6	81.1	1.9
1 C	21	76.4	5.0	17	77.6	5.5	74.1	2.2

TABLE 3a
Means and Standard Deviations for Scores
on Expressive Vocabulary Inventory Given in English (EVI-E)

Grade	Treat- ment	Sex	N	Mean	S.D.	Covariate	Adjusted	S.E.
K	E	M	16	34.4	10.4	13.9	37.4	2.4
1	E	M	11	29.4	17.0	27.3	23.7	3.0
K	C	M	7	31.1	7.2	20.1	30.1	3.7
1	C	M	6	25.3	14.4	31.7	16.9	4.1
K	E	F	7	20.6	14.8	2.6	30.8	3.9
1	E	F	8	27.4	17.0	15.1	29.5	3.4
K	C	F	11	21.7	14.0	12.3	25.7	3.0
1	C	F	11	32.3	6.9	27.1	26.8	3.0

TABLE 3b
Analysis of Covariance (Pretest as Covariate)

Source of Variance	d.f.	Mean Square	F
Sex	1	22.00	0.24
Treatment	1	488.00	5.23*
S x T	1	43.25	0.46
Grade	1	652.19	7.00**
S x G	1	778.38	8.34**
G x T	1	8.38	0.09
S x G x T	1	3.63	0.04
Error	69	93.25	

* $p < .05$; ** $p < .01$.

TABLE 3c

Means and Standard Deviations for Grade x Treatment

Group	N	Pretest	S.D.	N	Posttest	S.D.	Adjusted	S.E.
K E	25	10.1	12.9	24	30.5	13.0	35.4	2.2
1 E	22	20.1	15.5	20	27.1	17.3	26.2	2.3
K C	26	17.7	14.9	18	25.4	12.5	27.4	2.4
1 C	23	29.7	11.3	17	29.8	10.3	23.3	2.6

TABLE 3d

Adjusted Means for Sex x Grade

Group	N	Adjusted Mean
K M	23	35.2
K F	18	27.7
1 M	17	21.3
1 F	19	27.9

TABLE 4a
Means and Standard Deviations for Scores
on Expressive Vocabulary Inventory Given in Spanish (EVI-S)

Grade	Treat- ment	Sex	N	Mean	S.D.	Covariate	Adjusted	S.E.
K	E	M	16	38.3	2.0	29.6	38.5	1.3
1	E	M	11	39.9	0.3	37.1	37.1	1.6
K	C	M	7	22.7	11.6	21.0	26.5	2.1
1	C	M	6	32.5	3.1	30.3	32.5	2.1
K	E	F	7	36.3	4.8	27.9	37.3	1.9
1	E	F	8	39.8	0.5	35.4	37.6	1.9
K	C	F	11	29.7	8.6	29.7	29.9	1.5
1	C	F	11	26.0	8.2	28.5	26.7	1.5

TABLE 4b
Analysis of Covariance (Pretest as Covariate)

Source of Variance	d.f.	Mean Square	F
Sex	1	9.75	0.38
Treatment	1	1198.19	45.90***
S x T	1	2.75	0.11
Grade	1	2.69	0.10
S x G	1	57.57	2.21
G x T	1	15.50	0.59
S x G x T	1	127.00	4.87*
Error	68	26.10	

* $p < .05$; *** $p < .001$.

TABLE 4c
Means and Standard Deviations for Grade x Treatment

Group	N	Pretest	S.D.	N	Posttest	S.D.	Adjusted	S.E.
K E	25	29.1	6.3	24	37.5	3.2	38.2	1.1
1 E	22	36.5	2.7	20	39.9	0.4	37.1	1.3
K C	26	24.8	10.4	18	27.0	10.2	28.8	1.3
1 C	23	28.3	9.3	17	28.3	7.5	28.8	1.3

TABLE 4d
Adjusted Means for Sex x Grade

Group	N	Adjusted Mean
K M	23	28.3
K F	18	37.4
1 M	17	40.9
1 F	19	33.9

TABLE 5a
Means and Standard Deviations for Scores
on Inter American Test of General Ability (I.A.-G.A.)

Grade	Treat- ment	Sex	N	Mean	S.D.	Covariate	Adjusted	S.E.
K	E	M	16	69.8	6.3	53.6	58.4	3.4
1	E	M	11	38.8	20.8	19.8	45.2	3.6
2	E	M	6	33.5	17.6	16.1	41.8	4.9
K	C	M	7	51.6	6.3	43.4	42.5	4.6
1	C	M	7	22.4	4.8	10.4	33.7	4.8
2	C	M	7	31.3	20.9	20.9	37.1	4.5
K	E	F	7	65.0	10.4	47.6	56.9	4.6
1	E	F	11	41.4	17.7	17.6	48.9	3.7
2	E	F	17	59.5	17.2	31.6	59.7	2.8
K	C	F	10	64.2	6.9	58.3	50.4	4.3
1	C	F	10	19.7	5.9	13.9	29.2	4.0
2	C	F	7	23.6	6.7	26.7	26.3	4.4

Table 5b
Analysis of Covariance (Pretest as Covariate)

Source of Variance	d.f.	Mean Square	F
Sex	1	113.31	0.84
Treatment	1	6051.56	44.97***
S x T	1	537.63	4.00*
Grade	2	704.81	5.24**
S x G	2	43.38	0.32
G x T	2	128.25	0.95
S x T x G	2	738.00	5.48**
Error	103	134.56	

* $p < .05$; ** $p < .01$; *** $p < .001$.

TABLE 5c

Means and Standard Deviations for Grade x Treatment

Group	N	Pretest	S.D.	N	Posttest	S.D.	Adjusted	S.E.
K E	26	52.6	12.2	23	68.3	7.8	56.7	3.0
1 E	23	18.6	11.2	22	40.1	18.9	47.8	2.8
2 E	26	27.1	20.6	23	52.7	20.5	55.3	2.6
K C	26	52.7	11.7	17	59.0	9.1	45.7	3.5
1 C	23	13.2	8.4	18	20.3	5.7	32.2	3.4
2 C	20	21.3	9.0	14	27.4	15.4	32.4	3.3

TABLE 5d

Adjusted Means for Sex x Treatment

Group	N	Adjusted Mean
E M	33	51.1
E F	21	37.8
C M	35	55.7
C F	27	36.3

TABLE 6a
Means and Standard Deviations for Scores
on Inter American Spanish Reading Test (I.A.-Reading)

Grade	Treat- ment	Sex	N	Mean	S.D.	Covariate	Adjusted	S.E.
1	E	M	11	67.5	7.2	47.4	68.4	1.7
2	E	M	5	64.4	6.9	50.4	63.9	2.5
1	C	M	7	46.9	11.9	38.7	52.0	2.2
2	C	M	7	62.7	8.1	54.6	60.2	2.2
1	E	F	11	67.1	8.5	41.4	70.9	1.8
2	E	F	17	70.3	5.7	57.3	66.6	1.4
1	C	F	9	49.2	11.7	41.1	53.2	1.9
2	C	F	9	62.4	4.9	59.1	57.8	2.0

TABLE 6b
Analysis of Covariance (Pretest as Covariate)

Source of Variance	d.f.	Mean Square	F
Sex	1	0.19	0.01
Treatment	1	2740.75	85.41***
S x T	1	4.00	0.13
Grade	1	0.00	0.00
S x G	1	0.50	0.02
G x T	1	476.56	14.85***
S x G x T	1	45.69	1.42
Error	68	30.60	

***p<.001

TABLE 6c

Means and Standard Deviations for Grade x Treatment

Group	N	Pretest	S.D.	N	Posttest	S.D.	Adjusted	S.E.
1 E	23	44.4	10.8	23	67.6	7.7	69.7	1.2
2 E	25	56.0	12.2	22	69.0	6.4	66.0	1.2
1 C	21	41.5	14.3	16	48.2	11.5	52.6	1.5
2 C	20	54.5	10.9	16	62.6	6.2	58.9	1.5

TABLE 7a
Means and Standard Deviations for Scores
on Inter American Test of Spanish Oral Comprehension (I.A.-Oral: S)

Grade	Treat- ment	Sex	N	Mean	S.D.	Covariate	Adjusted	S.E.
1	E	M	11	29.7	0.47	28.4	28.5	0.5
1	C	M	7	27.6	1.51	23.4	28.5	0.6
1	E	F	11	29.7	0.47	27.5	28.8	0.5
1	C	F	10	25.6	0.48	21.6	27.3	0.6

TABLE 7b
Analysis of Covariance (Pretest as Covariate)

Source of Variance	d.f.	Mean Square	F
Sex	1	1.55	0.61
Treatment	1	4.00	1.56
S x T	1	5.53	2.15
Error	34	2.24	

TABLE 7c
Means and Standard Deviations for Grade x Treatment

Group	N	Pretest	S.D.	N	Posttest	S.D.	Adjusted	S.E.
1 E	23	27.9	1.3	23	29.7	0.4	28.6	0.4
1 C	23	23.0	5.9	18	26.3	3.5	27.8	0.4

TABLE 8a
Means and Standard Deviations for Scores
on Inter American Test of English Oral Comprehension (I.A.-Oral: E)

Grade	Treat- ment	Sex	N	Mean	S.D.	Covariate	Adjusted	S.E.
1	E	M	11	29.7	0.5	24.7	29.7	0.3
1	C	M	7	28.4	1.8	24.4	28.4	0.3
1	E	F	11	28.9	1.4	19.4	29.4	0.3
1	C	F	12	29.2	0.9	28.8	28.8	0.3

TABLE 8b
Analysis of Covariance (Pretest as Covariate)

Source of Variance	d.f.	Mean Square	F
Sex	1	0.00	0.00
Treatment	1	7.57	7.23**
S x T	1	0.98	0.94
Error	36	1.04	

TABLE 8c
Means and Standard Deviations for Grade x Treatment

Group	N	Pretest	S.D.	N	Posttest	S.D.	Adjusted	S.E.
1 E	23	21.9	6.8	22	29.1	1.4	29.6	0.2
1 C	22	27.3	6.2	20	29.0	1.3	28.6	0.2

**p<.01.

TABLE 9a
Means and Standard Deviations on Self Concept Test

Grade	Treat- ment	Sex	N	Mean	S.D.	Covariate
K	E	M	5	31.2	7.8	30.6
K	E	F	7	29.7	8.6	26.7
1	E	M	6	36.8	1.2	32.5
1	E	F	3	37.0	2.0	34.7

TABLE 9b
Analysis of Covariance (Pretest as Covariate)

Source of Variance	d.f.	Mean Square	F
Sex	1	32.64	1.15
Grade	1	0.02	0.00
S x G	1	7.89	0.28
Error	16	28.48	

TABLE 10

Correlation Matrix: Kindergarten Experimental and Control Groups

Variables		Experimental												
		1	2	3	4	5	6	7	8	9	10	11	12	
1.	C.A.	Pre		99**	31	12	08	34	05	33	02	09	25	18
2.		Post	100**	30	11	11	34	23	34	14	08	27	19	
3.	I.A.-G.A.	Pre	04	29	54**	56**	42	25	43*	25	56**	65**	71**	43
4.		Post	28	30	62**	48*	21	11	34	56**	65**	57**	40	
5.	Mental Age	Pre	41*	47*	55**	30	33	13	18	16	27	24	35	
6.		Post	32	35	-08	07	60**	34	05	33	-00	26	20	
7.	EVI-E	Pre	-14	-16	-00	-21	36	19		48*	25	02	25	34
8.		Post	-36	-39	15	-18	13	-16	77**	-04	58**	51*	69**	
9.	EVI-S	Pre	32	27	43*	52*	25	-21	-28	-11	07	27	-07	
10.		Post	13	15	65**	63**	01	-30	-47*	76**		29	50*	
11.	Self Concept	Pre											71**	
12.		Post												
Control														

*p<.05; **p<.01.

TABLE 11

Correlation Matrix: First Grade Experimental and Control Groups

		Control															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.	Pre		100**	-13	-08	-38	-01	33	16	20	24	25	33	12	26	07	08
2.	Post	100**		-13	-08	-37	-01	34	16	20	24	24	33	09	26	06	08
3.	Pre	07	04		02	32	-44	04	29	18	09	56**	46*	37	36	29	27
4.	Post	12	11	51		25	15	02	-21	39	56*	-33	-31	42	24	-17	-06
5.	Pre	24	13	24	31		02	-06	-08	32	18	02	-08	33	33	-00	-03
6.	Post	16	13	-51*	-14	15		03	-43	-08	35	-21	-27	-13	01	-45	-52*
7.	Pre	-30	-38	-11	-22	26	22		61**	05	54*	26	30	31	-09	63**	34
8.	Post	-28	-41	-23	-12	22	25	81**		-14	-03	18	18	02	-37	79**	52
9.	Pre	-16	-15	-02	03	-17	08	13	32		49*	47*	40	71**	81**	-04	-04
10.	Post	02	06	14	35	28	10	05	04	11		18	23	47	42	-00	-08
11.	Pre	13	10	27	67**	42	04	11	28	22	51*		86**	69**	62**	40	22
12.	Post	22	28	14	46*	50*	-07	04	31	26	39	68**		51*	47	33	16
13.	Pre	21	16	-16	04	28	08	11	06	13	27	52*	18		77**	25	12
14.	Post	20	23	43*	34	08	-23	-12	-13	-20	-24	29	32	-02		-17	-04
15.	Pre	-14	-19	03	09	28	14	62**	63**	27	39	55**	33	45*	-06		75**
16.	Post	-18	-45*	-15	-21	-19	-27	21	44*	54*	-18	16	-04	45*	-23	38	
17.	Pre	-07	-20	-20	-01	15	16	04	48	-55	-21	13	52	-20	80**	01	-29
18.	Post	-17	-20	68*	-01	94**	-14	70*	35	-29	21	02	07	-33	-03	44	-05
		Experimental															

*p<.05; **p<.01.

TABLE 12

Correlation Matrix: Second Grade Experimental and Control Groups

			Control							
Variables			1	2	3	4	5	6	7	8
1.	C.A.	Pre		100**	43	72**	35	12	11	16
2.		Post	100**		45	72**	15	12	-05	18
3.	I.A.-G.A.	Pre	04	10		65**	72**	45	46*	23
4.		Post	22	26	65**		48	22	18	16
5.	I.A.-Reading	Pre	-06	-02	53**	40		74**	59**	46
6.		Post	-01	09	43*	58**	56**		30	43
7.	I.A.-Oral: S	Pre								78**
8.		Post								
			Experimental							

*p<.05; **p<.01.

TABLE 13a

Means and Standard Deviations on Inter American Tests (Spanish)
for Experimental Groups With and Without 1969-1970 Bilingual Program

		First Grade				Second Grade			
		With (N=10)		Without (N=8)		With (N=14)		Without (N=8)	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
General Ability	Pre	18.3	13.3	19.3	8.9	30.0	21.0	23.8	24.0
	Post	41.2	20.5	38.6	17.4	53.2	21.8	51.9	19.6
	Adjusted	40.3	12.1	39.6	12.0	52.0	15.8	56.6	15.3
Reading	Pre	45.2	11.2	43.1	11.4	56.5	9.5	54.4	17.5
	Post	67.7	7.6	66.7	8.4	68.8	6.6	69.3	6.3
	Adjusted	67.1	5.2	67.3	5.2	68.6	5.3	69.6	5.2

TABLE 13b

Analyses of Covariance (Pretest as Covariate)

		General Ability			Reading	
Source of Variance	d.f.	Mean Square	F		Mean Square	F
Grade	1	551.06	2.02		44.62	1.33
Program Year	1	0.50	.00		3.44	.07
Grade x Year	1	98.87	.36		6.19	.17
Error	40	273.45			33.48	

TABLE 14a
Means and Standard Deviations on M.A., EVI-E, and EVI-S,
for Experimental First Grade Groups
With and Without 1969-1970 Bilingual Program

		With (N=10)		Without (N=8)	
		Mean	S.D.	Mean	S.D.
Mental Age	Pre	72.6	9.5	67.0	7.6
	Post	79.2	8.3	73.1	3.9
	Adjusted	79.3	6.9	73.0	7.8
EVI-E	Pre	30.0	8.6	9.1	13.9
	Post	38.2	2.3	15.3	18.7
	Adjusted	30.8	11.4		11.7
EVI-S	Pre	36.8	2.0	36.1	3.7
	Post	39.8	0.4	39.9	0.4
	Adjusted	39.8	3.9	39.9	1.4

TABLE 14b
One-Way Analyses of Covariance (Pretest as Covariate)

		Mental Age		EVI-E		EVI-S	
Source of Variance	d.f.	Mean Square	F	Mean Square	F	Mean Square	F
Treatment	1	146.59	3.05	72.95	0.78	0.04	0.23
Error	15	48.08		93.37		0.16	

TABLE 15

Correlation Matrix: First Grade Groups
With and Without 1969-1970 Bilingual Program

Variables	1	2	3	4	5	6	7	8	9	10	11	12	With
1. C.A.													
2. C.A.	99**												
3. I.A.-G.A.	99**	34											
4. I.A.-G.A.	47	45	53										
5. Mental Age	41	43	59	51									
6. Mental Age	-21	-25	-40	30	-31								
7. EVI-E	-20	-15	-53	-37	-53	17							
8. EVI-E	03	12	-64	-40	-20	03	72*						
9. EVI-S	-19	-24	-21	-26	-18	12	20	27					
10. EVI-S	-18	-20	-18	27	-16	74*	29	33	29				
11. Self Concept	61	58	33	67*	32	31	03	14	31	55			
12. Self Concept	80**	79*	10	23	31	-25	01	51	20	09	66*		
Without													

*p<.05; **p<.01.

TABLE 16
Correlation Matrix: Second Grade Groups
With and Without 1969-1970 Bilingual Program

			With					
Variables			1	2	3	4	5	6
1.	C.A.	Pre		100**	00	40	-16	-07
2.		Post	100**		02	40	-15	-06
3.	I.A.-G.A.	Pre	27	34		64*	41	44
4.		Post	01	14	67*		46	59*
5.	Mental Age	Pre	02	14	69	40		76**
6.		Post	-28	33	44	55	41	
			Without					

*p<.05; **p<.01.

TABLE 17

Means and Standard Deviations on Dependent Variables
for Control Groups With and Without Concurrent ESL Program

Grade	Variables	With ESL			Without ESL			F-test
		N	Mean	S.D.	N	Mean	S.D.	
Kindergarten	I.A.-G.A.	13	55.4	10.3	13	50.0	12.8	
		11	61.5	8.7	7	55.7	9.3	
		11	60.8	6.9	7	56.8	6.7	1.30
	Mental Age	13	62.5	11.0	12	68.3	11.7	
		11	78.4	9.7	7	85.5	2.5	
		11	80.6	7.8	7	85.2	7.8	1.18
	EVI-E	13	6.8	10.8	13	28.6	9.4	
		11	19.3	12.4	7	35.0	2.5	
		11	26.4	11.4	7	23.8	12.6	0.10
Second Grade	I.A.-G.A.	13	29.1	6.9	13	20.5	11.7	
		11	31.5	6.6	7	20.0	11.3	
		11	29.4	6.3	7	23.3	6.2	3.29
	I.A.-Reading	7	26.3	9.7	13	21.2	14.2	
		5	33.0	23.3	9	30.8	20.6	
		5	30.5	12.9	9	32.2	11.7	0.06
	I.A.-Reading	7	58.1	10.4	13	51.7	10.9	
		7	61.7	7.8	9	63.6	5.2	
		7	62.8	3.7	9	63.3	3.5	0.06

TABLE 18

Correlation Matrix: Kindergarten Groups With and Without Concurrent ESL

With										
Variables	1	2	3	4	5	6	7	8	9	10
1. C.A.		100**	04	16	41	52	-40	-45	03	-11
2.	99**		18	16	56	54	-32	-49	-05	-11
3.	-01	44		55	51	05	49	46	23	45
4. I.A.-G.A.	49	54	66		71*	21	24	02	41	57
5.	56	61	73**	42		64*	-05	-33	21	21
6. Mental Age	-26	-22	04	39	-29		-29	-59	-06	-15
7.	41	39	07	-26	64*	-86*		63*	05	09
8. EVI-E	-48	-46	46	06	20	-13	-06		32	20
9.	52	62	46	52	57	-38	06	32		69*
10. EVI-S	36	42	82*	61	61	13	-09	43	72	
Without										

*p<.05; **p<.01.

TABLE 19
Correlation Matrix: Second Grade Groups
With and Without Concurrent ESL Program

			With					
Variables			1	2	3	4	5	6
1.	C.A.	Pre		100**	80*	97**	11	25
2.		Post	100**		81*	98**	13	27
3.	I.A.-G.A.	Pre	47	61		87*	58	65
4.		Post	64	68	84*		29	22
5.	I.A.-Reading	Pre	39	-12	30	-15		81*
6.		Post	25	26	38	41	52	
			Without					

*p<.05; **p<.01.

APPENDIX 1

EDUCACION BILINGÜE ESCUELAS UNIFICADAS DE COMPTON

EDUCACION BILINGUE
ESCUELAS UNIFICADAS DE COMPTON

Director del Proyecto Bilingüe: Prof. Frank M. Goodman

El Programa Bilingüe es como un guía y el niño como un viajero en un país desconocido. Juntos los maestros con sus discípulos como viajeros en el mismo camino alcanzarán el objeto de adelantar la educación del niño de habla hispana.

El programa de la Educación Bilingüe es la llave para mejorar la vida escolar del niño. Tenemos la esperanza que éste programa dé su fruto en el mejoramiento de la educación del niño.

La Educación Bilingüe es el uso de dos idiomas, uno de los cuales es el inglés, usados como medio de instrucción. Nuestro programa ofrece ayuda escolar a los alumnos de 5 a 7 años de edad, quienes tienen habilidades limitadas en el idioma inglés. Ofrecemos instrucción en dos idiomas, el inglés y el español. Utilizamos el idioma materno o paterno como medio de instrucción antes de que el niño domine el inglés. Con motivo de usar primero la lengua materna o paterna podemos ayudar a los niños a dominar mejor los fundamentos escolares y enseñarles mejor el inglés. El niño recibe un beneficio positivo en aprender bien y correctamente dos idiomas. Además el desarrollo de la enseñanza bilingüe tiene como resultado un alumno bien preparado con una educación más amplia.

Estamos muy orgullosos de que los niños de origen Mexico-Americano o Hispano-Americano estén aprendiendo dos idiomas bien y correctos.

Cualidades Pedagógicas del Maestro Bilingüe de este programa.

1. Posee una actitud que expresa fe en la dignidad y la valía de cada alumno con quien trabaja.
2. Cree en el uso de la inteligencia, en lugar de la fuerza, al resolver los problemas. Reconoce que ningún individuo ni grupo de individuos tiene "monopolio" de la inteligencia.
3. Se preocupa por el bienestar de cada alumno.
4. Elogia los progresos y corrige los errores con mucho tacto.
5. Gana la confianza de los alumnos venciendo las posibles timideces y susceptibilidades.
6. No da órdenes. Evita el tono autoritario. La persuasión da mejores resultados que la imposición.
7. Trata de desarraigar con paciencia y mucho tacto algunos hábitos negativos de los alumnos y establece en su lugar la responsabilidad y el respeto.

PROPOSITOS DEL CONCILIO DE LOS PADRES

El Concilio de Los Padres del Proyecto Bilingüe tiene el propósito de ayudar en la gran obra de este proyecto.

¿Cómo?

1. Fomentando la opinión pública favorable acerca de la misión educativa en su triple aspecto humano, educacional y cultural.
2. Con la máxima publicidad para cuantos actos y actividades realice el proyecto bilingüe.
3. Por medio de contribuciones voluntarias para que el proyecto bilingüe tenga condiciones propias y medias para desarrollar su altruista labor.
4. Cooperando con voluntad para el éxito del Proyecto Bilingüe.

Para mayores informes dirigirse a:

Amigos Del Proyecto Bilingüe

Sra. María López - 2508 East 133rd - Compton, California 90020

Teléfono: 631-8096

APPENDIX 2

CATORCE PUNTOS DE LA EDUCACION BILINGUE DESARROLLADOS

FOR FRANK M. GOODMAN

Proyecto Bilingüe

Catorce puntos de "Educación Bilingüe" desarrollados por Frank M. Goodman (Documento Informativo) para establecer la filosofía y pedagogía incorporada en el concepto moderno de Educación Bilingüe.

1. La Educación Bilingüe es un laboratorio de pedagogía práctica que se propone servir como programa modelo a las escuelas públicas. Se apoya en la psicología del niño y las condiciones de la vida urbana.
2. La Educación Bilingüe está instalada en una atmósfera tan familiar como sea posible, siendo este medio el único capaz de realizar una educación completa.
3. La Educación Bilingüe agrupa los alumnos en salones regulares sin distinción ni discriminación bajo la dirección de un maestro bilingüe y un ayudante bilingüe de la comunidad.
4. La Educación Bilingüe da a los niños la posibilidad de ejecutar trabajos libres, adaptados en dos idiomas a la individualidad de cada uno.
5. La Educación Bilingüe desarrolla el juicio más que la memoria, tiende a la cultura general y a la herencia cultural del niño bilingüe; esta se basa en el método científico, la explotación del medio y la lectura personal.
6. La Educación Bilingüe encara la especialización lingüística, luego reflexiona junto con la cultura y herencia del niño.
7. La Educación Bilingüe basa su enseñanza sobre los hechos y las experiencias en la comunidad, en los sentimientos y pensamientos humanos.
8. La Educación Bilingüe recurre a la actividad personal del niño bilingüe por la asociación del trabajo concreto con el estudio abstracto, mediante la utilización del dibujo como auxiliar de todas las disciplinas.
9. La Educación Bilingüe establece un programa innovativo partiendo de los intereses naturales del niño.
10. La Educación Bilingüe trata todas las disciplinas escolares en ambos idiomas, el idioma maternal o paternal del niño y el idioma inglés.
11. La Educación Bilingüe reparte entre los alumnos bilingües los cargos sociales y enseña cuáles son las responsabilidades de los ciudadanos que creen en la democracia.
12. La Educación Bilingüe desarrolla gradualmente el sentido de la libertad y el de la justicia.
13. En la Educación Bilingüe la autoemulación reemplaza a la emulación entre los alumnos.

14. La Educación Bilingüe prepara no solamente al futuro ciudadano con miras al interés de la patria sino también con miras al interés de la humanidad.

NUESTRA FILOSOFIA DE EDUCACION

Educación Bilingüe es instrucción escolar en dos idiomas. Esta instrucción escolar ayuda a cada alumno a comprender mejor sus lecciones por medio de su desarrollo en ambos idiomas. Este concepto pedagógico enseña al niño la belleza de su propia cultura. Preparación escolar en dos idiomas le ofrece al niño las mejores oportunidades en la vida. Si se prepara bien al niño, éste sentirá el deseo de aprender.

El por qué de Educación Bilingüe: utilizar las ideas nuevas, como si fueran herramientas de un taller en donde se forja nuestro destino y nuestra raza.

La Utilidad de la Educación Bilingüe: la educación bilingüe abre la puerta de la oportunidad para conseguir lo verdadero, lo bello y lo bueno, y para evitar la vulgaridad y los falsos sentimientos, al proveer normas o principios para juzgar los valores.

APPENDIX 3
PROGRESO ESCOLAR

PROGRESO ESCOLAR

La calificación de cada alumno representa su capacidad, habilidad y esfuerzo. Si el niño se esfuerza, es posible que obtenga la nota satisfactorio. Cuando progrese en el nivel escolar su habilidad determinará su nueva nota. La nota "E" está reservada para el trabajo sobresaliente.

LAS NOTAS

E - Sobresaliente

S - Satisfactorio

N - Debe Mejorarse

Language Arts

- Lenguaje

Listening

- Escuchar

Listening attentively to others

- Habilidad para escuchar con interés a otros en silencio

Gaining Ideas

- Habilidad para aumentar su capacidad de recibir ideas nuevas

Speaking

- Hablar

Expressing Ideas

- Habilidad para expresar las ideas

Speaking clearly

- Habilidad para usar lenguaje inteligible

Reading

- Lectura

Growing in readiness for Reading

- Aumentar la habilidad para comenzar a aprender a leer

Recognizing words by sight

- Habilidad para reconocer las palabras por el método de visualización

Learning word-attack skills
(Phonics and other skills)

- Habilidad para aprender las palabras por su sonido, sílabas y componentes

Understanding what he reads

- Habilidad para comprender lo que lee

Reading for information

- Habilidad para obtener información por medio de la lectura

Growing in recreational Reading

- Aumentar la habilidad para encontrar placer en la buena lectura

Written Language

- Escritura

Forming letters correctly and
legibly

- Habilidad para formar letras bien y legible

Learning to spell needed words

- Habilidad para deletrear las palabras más usadas

Expressing Ideas	- Habilidad para expresar las ideas en la escritura
Arithmetic	- Aritmética
Counting, reading and writing numbers	- Habilidad para aprender a contar, leer y escribir los números
Learning the meaning of numbers	- Habilidad para aprender los conceptos de los números
Learning the number facts	- Habilidad para aprender las combinaciones más importantes de los números
Social Studies and Science	- Ciencia y Estudios Sociales
Developing and understanding of Community Life	- Habilidad para comprender las actividades en la comunidad
Learning ways to gather facts	- Habilidad para aprender a buscar información
Understanding and using facts	- Habilidad para comprender y usar la información obtenida
Learning facts of Geography	- Habilidad para aprender la información sobre los lugares importantes de la comunidad
Learning facts of Science	- Habilidad para aprender el concepto del método científico
Art	- Arte
Enjoying and appreciating Art	- Habilidad para apreciar y gozar del arte
Taking part in art activities	- Habilidad para participar en actividades típicas del arte
Health and Safety	- Higiene y Seguridad
Learning and practicing Safety Rules	- Habilidad para aprender las reglas de seguridad
Learning and practicing Health Rules	- Habilidad para aprender y usar los conocimientos higiénicos
Music	- Música
Enjoying and appreciating Music	- Habilidad para apreciar y gozar de la buena música
Taking part in music activities	- Habilidad para participar en las actividades musicales

Physical Education	- Educación Física
Learning physical skills	- Habilidad para aprender gimnásticos
Taking part in games	- Habilidad para participar a jugar
(a) Progress in Social Attitudes as shown by:	- Progreso en actitudes sociales demostrado por:
Being courteous and considerate to others	- Ser respetuoso y atento con otros
Respecting rights and property of others	- Ser respetuoso con los privilegios y la propiedad de otros
Playing well with other children	- Puede jugar bien con otros niños
Being cooperative in school regulations	- Cooperar y obedecer los reglamentos de la escuela
(b) Progress in Work Habits as shown by:	- Progreso en los hábitos de trabajo demostrado por:
Following Directions	- Seguir las instrucciones de los maestros
Beginning and Finishing work on time	- Comenzar y terminar el trabajo a tiempo
Working well in group activities	- Participar bien en las actividades del grupo
Working independently when necessary	- Trabajar independientemente sin ayuda de la maestra
Accepting Responsibilities	- Aceptar sus responsabilidades
Working neatly	- Trabajar con cuidado

UN ANUARIO DE LA COMPRENSION ENTRE LOS PADRES Y MAESTROS

Niño _____ Grado _____ Escuela _____

Fecha _____ Maestro _____

AUMENTAR LA HABILIDAD EN LOS CONOCIMIENTOS

Progreso Escolar basado en el Nivel de la Habilidad del Niño

SUJETOS ACADEMICOS	Progreso Excelente	Progreso Satisfac- torio	No esta Funcionando a su Nivel
LANGUAGE			
ESCUCHAR			
HABILIDAD PARA ESCUCHAR CON INTERES A OTROS EN SILENCIO			
HABILIDAD PARA AUMENTAR SU CAPACI- DAD DE RECIBIR IDEAS NUEVAS			
HABLAR			
HABILIDAD PARA EXPRESAR LAS IDEAS			
LECTURA			
AUMENTAR LA HABILIDAD PARA COMENZAR A APRENDER A LEER			
HABILIDAD PARA APRENDER LAS PALA- BRAS POR SU SONIDO, SILABAS Y COMPO- NENTES			
HABILIDAD PARA COMPRENDER LO QUE LEE SE			
AUMENTAR LA HABILIDAD PARA ENCON- TRAR PLACER EN LA BUENA LECTURA			
LE GUSTA LEER			
ESCRITURA			
HABILIDAD PARA FORMAR LETRAS BIEN Y LEGIBLE			
HABILIDAD PARA DELETREAR LAS PALA- BRAS MAS USADAS			
HABILIDAD PARA EXPRESAR LAS IDEAS EN LA ESCRITURA			
ARITMETICA			
HABILIDAD PARA APRENDER LOS CON- CEPTOS DE LOS NUMEROS			
HABILIDAD PARA APRENDER LAS COMBI- NACIONES MAS IMPORTANTES DE LOS NUMEROS			

UN ARCHIVO DE LA CONFERENCIA ENTRE LOS PADRES Y MAESTROS

Nino _____ Grado _____ Escuela _____

Fecha _____ Maestro _____

AUMENTAR LA HABILIDAD EN LOS CONOCIMIENTOS

Progreso Escolar Pasado en el Nivel de la Habilidad del Nino

SUJETOS ACADEMICOS	'Progreso Excelente	'Progreso 'Satisfac- torio	No esta Funcionando a su Nivel
CIENCIAS Y ESTUDIOS SOCIALES			
HABILIDAD PARA COMPRENDER LAS ACTI- VIDADES EN LA COMUNIDAD			
HABILIDAD PARA COMPRENDER LA CULTURA EXTRANJERA			
HABILIDAD PARA APRENDER A BUSCAR INFORMACION			
HABILIDAD PARA COMPRENDER Y USAR LA INFORMACION OBTENIDA			
HABILIDAD PARA APRENDER EL CONCEPTO DEL METODO CIENTIFICO			
ARTE			
MUSICA			
EDUCACION FISICA			
HIGIENE Y SEGURIDAD			

UN ARCHIVO DE LA CONFERENCIA ENTRE LOS PADRES Y MAESTROS

Nino _____ Grado _____ Escuela _____

Fecha _____ Maestro _____

COMPORTAMIENTO

Evaluacion del Maestro sobre el Progreso Escolar del Nino			Comentarios
OBJETIVOS FUNCIONALES	Satis- factorio	Debe me- jorar	
HABITOS DE TRABAJO			
SER RESPETUOSO Y ATENTO CON OTROS			
SER RESPETUOSO CON LOS PRIVILEGIOS Y LA PROPIEDAD DE OTROS			
PUEDE JUGAR BIEN CON OTROS NINOS			
COOPERAR Y OBEDECER LOS REGLAMENTOS DE LA ESCUELA			
RESPETAR A LOS AUTORIZADOS			
HABITOS DE TRABAJO			
SEGUIR LAS INSTRUCCIONES DE LOS MAES- TROS			
COMENZAR Y TERMINAR EL TRABAJO A TIEMPO			
PARTICIPAR BIEN EN LAS ACTIVIDADES DEL GRUPO			
TRABAJAR INDEPENDIENTEMENTE SIN AYU- DA DE LA MAESTRA			
ACEPTAR SUS RESPONSABILIDADES			
TRABAJAR CON CUIDADO			

Prof. Frank M. Goodman
Director Proyecto Bilingue

APPENDIX 4
EL ESTUDIO DEL CARACTER

EL ESTUDIO DEL CARACTER

- A. Este es un platano. Esta es una manzana. Pon el dedo en el que te gusta más.

- A. A ésta Ana le gustan los platanos. A ésta Ana le gustan las manzanas.
¿Cuál Ana eres tú?

- A. A éste Juan le gustan los platanos. A éste Juan le gustan las manzanas.
¿Cuál Juan eres tú?

- B. Este es un Avión. Este es un Barco. ¿En cuál te gustaría pasear?

- C. Esta Ana quiere pasear en el barco. Esta Ana se quiere pasear en el Avión.
¿Cuál Ana está haciendo lo que a tí te gusta?

- C. Este Juan se quiere pasear en el barco. Este Juan se quiere Pasear en el avión.
¿Cual Juan esta haciendo lo que a tí te gusta?

- D. Esta Ana dice que su Maestra no lo quiere. Este Juan dice que su Maestra lo quiere mucho. Pon el dedo a la Ana que se parece más a tí.

- D. Este Juan dice que su Maestra no lo quiere. Este Juan dice que su Maestra lo quiere mucho. Pon el dedo en el Juan que se parece más a tí.

1. La Mamá de Ana dice: "Métete a la casa." Esta Ana se mete a su casa enseguida. Esta Ana no se mete a su casa. ¿A cuál te pareces tú?

2. La Mamá de Juan le dice: "Métete a la casa." Este Juan se mete a su casa enseguida. Este Juan no se mete a su casa. ¿A cuál te pareces tú?

3. Ana tiene una galleta. Esta Ana se come toda la galleta. Esta Ana le da la mitad de la galleta a su hermana. ¿A cuál te pareces tú?

3. Juan tiene una galleta. Este Juan se come toda la galleta. Este Juan le dió la mitad de la galleta a su hermano. ¿A cuál te pareces tú?

4. Ana recibió un regalo de su Tía. Esta Ana recibió el regalo y no dice nada. Esta Ana dice "gracias." ¿A cuál te pareces tú?

4. Juan recibió un regalo de su Tía. Este Juan recibe el regalo y no dice nada. Este Juan dice "gracias." ¿A cuál te pareces tú?

5. Esta Ana le pide a su Mamá que le ayude a subirse en la bicicleta. Esta Ana trata de subirse sola. ¿A cuál te pareces tú?

5. Este Juan le pide a su Mamá que lo ayude a subirse en la bicicleta. Este Juan trata de subirse solo. ¿A cuál te pareces tú?

6. Los Niños no quieren que Juan juegue con ellos. Este Juan se quedo parado mirando. Este Juan les avienta arena a los niños. Pon el dedo en el Juan que se parece mas a tí.

6. Los niños no quieren que Ana juegue con ellos. Esta Ana se queda parada mirando. Esta Ana les avienta arena a los niños. Pon el dedo en la Ana que se parece mas a tí.

7. La Señora tiro su mandado. Esta Ana le ayuda a levantar el mandado. Esta Ana no le ayuda. ¿Pon el dedo en la Ana que se parece mas a tí?

7. La Señora tiro su mandado. Este Juan le ayuda a levantar el mandado. Este Juan no le ayuda. Pon el dedo en el Juan que se parece mas a tí.

8. La profesora de Ana le está platicando a ella algo nuevo. Esta Ana no le hace caso. Esta Ana platica con su profesora y le hace muchas preguntas. ¿Cuál de ellas está haciendo lo que tu harías?

8. La profesora de Juan le está platicando a él algo nuevo. Este Juan no le hace caso. Este Juan platica con su profesora y le hace muchas preguntas. ¿Cuál de ellos está haciendo lo que tú harías?

9. Esta Ana juega así. Esta Ana juega así. ¿A cuál te pareces tú?

9. Este Juan juega así. Este Juan juega así. ¿A cuál te pareces tú?

10. Ana quiere subirse a la resbaladilla. (resbalador)
Esta Ana espera su turno. Esta Ana empuja a la otra niña.
¿A cual te pareces tú?

10. Juan quiere subirse a la resbaladilla. (resbalador)
Este Juan espera su turno. Este Juan empuja al otro niño.
¿A cual te pareces tú?

11. Hay una niña nueva en la escuela de Ana. Esta Ana no le pregunta a la niña nueva si quiere jugar. Esta Ana sí le pregunta a la niña nueva si quiere jugar.
¿A cual te pareces tú?

11. Hay un niño nuevo en la escuela de Juan. Este Juan no le pregunta al niño nuevo si quiere jugar. Este Juan sí le pregunta al niño nuevo si quiere jugar.
¿A cual te pareces tú?

12. Ana les dice a las otra niñas, "vamos a jugar pelota" Estas niñas si le hacen caso a Ana. Estas niñas no le hacen caso a Ana.
¿A cual te pareces tú?

13. Ana tiene una bicicleta nueva. Esta Ana deja a su hermana subirse en la bicicleta. Esta Ana no deja a su hermana subirse a la bicicleta.
¿A cual te pareces tú?

13. Juan tiene una bicicleta nueva. Este Juan deja a su hermano subirse en la bicicleta. Este Juan no deja a su hermano subirse a la bicicleta.
¿A cual te pareces tú?

14. Ana vio una muchacha grandota empujar a una niña chica. Esta Ana le dice: "tu no debes de pegarle a una niña más chica que tu. Esta Ana no dice nada.
¿A cual te pareces tú?

14. Juan vio a un muchacho grandote empujar a un niño chico. Este Juan le dijo al muchacho grandote: "tu no debes de pegarle a un niño mas chico que tú. Este Juan no dice nada. ¿A cual te pareces tú?

15. Va a haber una carrera de triciclos. Este Juan quiere jugar una carrera. Este Juan no quiere jugar una carrera ¿A cual te pareces tú?

16. Los niños juegan a la escuela. Cuando Juan juega a que él es el maestro, los niños no le hacen caso. Cuando este Juan juega a que él es el maestro, los niños sí le hacen caso. ¿A cual te pareces tú?

17. El perro tiene el zapato de Juan.
Este Juan le pega al perro para que le dé su zapato. Este Juan no le
pega al perro. ¿Cuál de ellos está haciendo lo que tú harías?
18. Juan vio en la tienda a una señora que se le cayó su dinero. Este Juan
recogió el dinero y se lo guardó en su bolsa. Este Juan le dijo a la
señora que había tirado su dinero. ¿A cuál te pareces tú?
19. Juan quiere jugar con la troca del niño. Este Juan toma la troca sin pedir per-
miso. Este Juan pregunta si puede jugar con la troca. Apunta a cual te
pareces tú.
20. La Maestra le pide a Juan que guarde los juguetes. Este Juan sigue jugando.
Este Juan sí guarda los juguetes. ¿Cuál de ellos está haciendo lo que
tú harías?
21. Juan va la escuela. Este Juan quiere ir a la escuela. Este Juan no
quiere ir a la escuela. ¿A cuál te pareces tú?
22. Juan recibió dinero de su Mamá para ir al cine. Este Juan compra su boleto.
Este Juan se mete al cine sin pagar. ¿Cuál de ellos está haciendo lo
que tú harías?
23. El que se vista primero puede manejar la máquina de bomberos. Este Juan
no quiere jugar carreras. Este Juan sí se apura a vestirse. ¿A cuál
te pareces tú?
24. Este Juan recoge todos sus juguetes él solo. Este Juan quiere que su
Mamá le ayude a recoger sus juguetes. ¿Cuál de ellos está haciendo lo
lo que tú harías?
25. La hermanita de Juan está llorando. Este Juan le da una galleta su
hermanita para que ya no lllore. Este Juan no le hace caso a su hermanita
cuando ella llora. ¿Cual de ellos está haciendo lo que tú harías?
26. Este Juan quiere aprender a decir la hora. Este Juan no quiere aprender a
decir la hora. ¿A cuál te pareces tú?
27. A la Maestra se le olvidó que el turno era de Juan para pintar. Este Juan
no dice nada. Este Juan le dice a su Maestra que es su turno para pintar.
¿Cuál de ellos está haciendo lo que tú harías?

28. Juan está tratando de poner unos periódicos adentro de su vagón. Este Juan lo hace en ésta forma. Este Juan lo hace en ésta otra forma.
¿Cuál de ellos está haciendo lo que tú harías?

29. Este Juan juega en ésta forma. Este Juan juega en ésta forma.
¿A cual te pareces tú?

30. Juan quiere subirse al camión por el otro lado de la cerca. Este Juan trata de brincar la cerca. Este Juan camina alrededor de la cerca.
¿Cuál de ellos está haciendo lo que tú harías?

31. ¿A cual foto te pareces tú?

32. ¿A cual foto te pareces tú?

33. Este Juan está triste. Este Juan está feliz. ¿A cual te pareces tú?

34. Este Juan dice, "Yo soy un niño malo." Este Juan dice, "Yo soy un niño bueno." Apunta al niño malo. Apunta al niño bueno. ¿A cual te pareces tú?

35. Este Juan es listo. Este Juan es tonto. ¿A cual te pareces tú?

36. Este Juan sabe que contestar cuando la Maestra le pregunta algo. Este Juan no sabe que contestar cuando la Maestra le pregunta algo. ¿A cual te pareces tú?

37. Este Juan se mira así. Este Juan se mira así. ¿A cual te pareces tú?

38. ¿Cuál te gustaría ser?

39. ¿Cuál te gustaría ser?

APPENDIX 5

EDUCACION BILINGUE - LANGUAGE FACILITY TEST -
INSTRUCCIONES PARA LA APLICACION

EDUCACION BILINGUE

"Language Facility Test"

Instrucciones para la Aplicación

Es muy importante que las siguientes direcciones sean leídas palabra por palabra. Si el estudiante da una completa historia en la primera instrucción, entonces no es necesario darle el resto de las instrucciones. Cualquier cambio en el procedimiento, tenderá a invalidar las normas. Si por alguna razón, no se han seguido las instrucciones, la diferencia debe de reportarse con los resultados del examen.

Lo que debe decir la persona que examina:

1. ¿Cual es tu nombre?
2. ¿Que edad tienes?
3. ¿Te gusta oír historias?*
4. ¿Si te enseño un dibujo, me puedes contar una historia acerca de el?
5. Que bueno. Dime una historia acerca de este dibujo.
6. Dime que es lo que ves en éste dibujo.
7. ¿Que están haciendo ellos en el dibujo?
8. ¿Que más me puedes decir acerca del dibujo?

NOTAS:

Escriba o verifique el nombre en el reporte.

Escriba la edad.

Asegúrese que el microfono esté en orden.

Si la contestación es afirmativa, enseñele el dibujo y diga:

NOTA: Si la contestación es negativa, diga: "Haber si puedes decirme una historia acerca de este dibujo," y presente el dibujo.

NOTA: Si el estudiante no relata una historia completa, entonces, se le deben de hacer las siguientes preguntas.

Si no contesta, despues de 30 segundos, usted diga:

Si el estudiante tarda en contestar, animelo, diciendo:

Cuando el estudiante necesite que se le anime aun más, digale:

*Cuando se decida que no es necesaria, omitase.

Al final de ésta respuesta, preséntele al estudiante los siguientes dos dibujos y repita las mismas preguntas, empezando con la número 5 y EXACTAMENTE CON LAS MISMAS PALABRAS.

Si el estudiante hace preguntas acerca de los dibujos, la persona que está haciendo el exámen, tiene que repetir la última pregunta que le hizo al estudiante y decirle: "Tú dime acerca del dibujo".

La persona que esté haciendo el exámen, debe de tener éstas direcciones enfrente de sí mismo.

APPENDIX 6

PLAN ANUAL PARA LA ENSEÑANZA DE LA LECTURA - ESCRITURA

Plan Anual para la Enseñanza de la Lectura - Escritura

Proyecto de Distribución de los Conocimientos en los meses que comprende el Año Escolar, segundo el método Indicado en Técnicas de Enseñanza por Felix Adam y Compendio de Didáctica General por Luis A. de Mattos.

Aunque es imposible una distribución fija a la que los maestros de primero y segundo año se sujeten para la aplicación del método durante el año escolar, debido a la diferencia y característica de los grupos, nos permitimos, de acuerdo con la práctica, presentar el proyecto que podría servir de guía a los maestros bilingües que en su trabajo utilicen el método ecléctico.

PRIMER MES: Ejercicios preparatorios para la lectura y escritura. Enseñanza de las cinco vocales.

SEGUNDO MES: Iniciación del método por medio del cuento.

Visualización de los nombres de la familia

Análisis de las palabras

Afirmación en el cuaderno de "ABC Leo y Escribo"
de los elementos:

Lectura de las primeras lecciones del libro de texto.

TERCER MES: Análisis de las palabras:

Afirmación en el Cuaderno de ABC Leo y Escribo y en
el Libro de Texto de los elementos

Visualización y análisis de la frase:

y de la oración:

CUARTO MES: Visualización sucesiva y análisis de las oraciones:

Afirmación en el "Cuaderno de ABC Leo y Escribo" y

en el libro de texto de los elementos _____

QUINTO MES: Visualización sucesiva y análisis de las oraciones:

Afirmación de los elementos: _____

primero en el Cuaderno de "ABC Leo y Escribo" y después en el libro de texto.

SEXTO MES: Visualización sucesiva y análisis de las siguientes oraciones:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Afirmación en el Cuaderno de "ABC Leo y Escribo" y en el libro de texto de los elementos seleccionados _____

En este mes se intensifica la enseñanza presentando elementos nuevos porque los alumnos estan capacitados y adiestrados en el aprendizaje y pueden asimilar el conocimiento de _____ letras por semana.

SEPTIMO MES: Visualización y analisis de las frases y oraciones siguientes:

1. _____
2. _____
3. _____
4. _____
5. _____

Afirmación de los elementos _____

OCTAVO MES: Este mes se dedicara al conocimiento y dominio de las silabas compuestas.

En las lecciones de afirmacion, los alumnos estaran practicando la lectura y la escritura.

NOVENO Y DECIMO MES: El segundo libro de texto seleccionado por el maestro contiene material abundante, variado e interesante para que el niño se dedique a la practica y perfeccionamiento de la lectura oral.

APPENDIX 7

COURSE OUTLINE FOR THE TRAINING OF BILINGUAL BICULTURAL
ENGLISH AS A SECOND LANGUAGE AIDES FOR PUBLIC SCHOOLS
SERVICE - DEVELOPED BY PROJECT DIRECTOR

COURSE OUTLINE FOR THE TRAINING OF BILINGUAL-BICULTURAL ENGLISH
AS A SECOND LANGUAGE AIDES FOR PUBLIC SCHOOLS SERVICE

DEPARTMENT: Foreign Language

UNITS: Two Units (2 Hrs. per Wk.)

PREREQUISITES E.S.L. (English Second Language)
Spanish (Bilingual) *200, *201,
*202 or Special Permission of
Instructor

EQUIVALENTS: None

INSTRUCTOR: FRANK M. GOODMAN

Note: Prepared by Frank M. Goodman in participation with Federal and State Bilingual Education Consultants to develop and implement a para-professional in-service training program for public school service. This would meet the component for para-professional staff development as recommended in the U.S. Office of Education Guidelines for ESEA, Title VII programs.

(ACCEPTED FOR COLLEGE CREDIT)

I COURSE DESCRIPTION (One Semester)

This course is a continuation of the "In-service" training program for Bilingual ESL (English As A Second Language) Instructional Aides who are non-certificated but paid personnel who work under the supervision of a credentialed teacher. This course will continually professionalize the education of the aide based upon the foundation previously established by the Compton College Course E.S.L. (English Second Language Spanish (Bilingual) *200, *201, *202 for the training of Bilingual Aides.

This course will emphasize the utilization of members of concerned community groups in appropriate phases of their para-professional training to facilitate access to the Mexican-American community resources, community understanding of bilingual-bicultural services and the para-professional's responsibilities to the relevant community client, service, and support groups. The goals for this course include the maximization of the educational experience of every member of our society and the realization of the ultimate responsibility of the educational enterprise for the resources entrusted to it by the society.

II COURSE OBJECTIVES

1. To continually train bilingual-bicultural instructional aides to offer a para-professional service to the Compton Unified School District's ESL - (English As A Second Language) - Bilingual-Bicultural Programs for the Spanish-speaking students.

2. To give special inservice training and whenever possible develop bilingual pedagogic materials for use by the class participants.
3. To aid the Mexican-American community to show positive measurable help in advancing bilingual-bicultural education in the Compton Unified School District.
4. To give para-professional opportunities for growth and development in the "nature of the bilingual school."
5. To act as a means to provide adequate human resources, volunteered or paid to perform para-professional services in a relevant bilingual-bicultural program of action.
6. To develop humanistic measurements, in-service training and community involvement designed for Bilingual Education Schooling.

III TEXT AND REFERENCES

The novel "Chicano" by Richard Vasquez - Doubleday and Company, Inc. 1970 - Garden City, New York - will be a required text.

The following references will be studied thoroughly:

- A. Goodman, Frank M. - Continuation Grant Application - Compton Unified Bilingual Education Plan - 1969-70.
- B. Goodman, Frank M. - Tentative Guide on English As A Second Language - Compton City Schools. (1967)

- C. Goodman, Frank M. - A Guide to Teaching Spanish - Compton City Schools (1967)
- D. Goodman, Frank M. - Narrative Evaluation of the Compton Bilingual Education Plan 1969-70
- E. Steiner, Stan - La Raza - The Mexican-Americans, Harper and Row, New York City (1970)
- F. Heller, Celia S., Mexican-American Youth. Forgotten Youth At The Crossroads - Random House, New York 1966
- G. McWilliams, Carey, North From Mexico, The Spanish-Speaking People of the United States - Greenwood Press, New York (1968)
- H. Lewis, Oscar - The Children of Sanchez - Autobiography of a Mexican Family, Random House, New York (1961)
- I. Gillingham, Robert Cameron - The Rancho San Pedro, Cole-Holmquist Press, Los Angeles (1961)
- J. Ramos, Samuel - Colección De Arte, Diego Rivera, Universidad Nacional Autónoma de Mexico, Mexico, D.F. (1958)
- K. Belliard, Tavaréz Aurora - Bronces De La Raza - Lecturas acerca de la Historia de America, Santo Domingo, Republica Dominicana (1960)
- L. Segura, Francisco - Perfil De Un Nuevo Systems Economico: El Social Humanismo - Sagitario, S.A., Barcelona (1967)
- M. Guzman, Martin Luis - Memorias De Pancho Villa - Compania General de Ediciones, S.A., Mexico, D. F. (1968)

IV DESCRIPTION OF CONTENT (One semester) (Total 38 hours)

- 1. General Introduction to the Bilingual-Bicultural Education Program and service to the community (1 hour)

2. Community response and concerns for Bilingual-Bicultural Education (2 hours)
3. Cultural Characteristics of the Spanish-speaking in General (2 hours)
4. Adaptations necessary for Life in the Compton Mexican-American Community (2 hours) (1 hour field trip)
5. Respect for Different Cultural Patterns (2 hours)
The positive values which could be emphasized for maintenance.
6. Concepts of Bilingualism (2 hours)
What it is not
What it is
History of bilingual-bicultural education nationally
History of bilingual-bicultural education locally
7. Recent Research in Bilingual Education and Its Value (2 hours)
Educational
Social
Emotional
Political
8. Foundations in Linguistics (6 hours)
Comparison of two language systems: English and Spanish
--Phonetic
--Morphemic
--Semantic
--Cultural as manifested in language
9. Foundations in social linguistics (2 hours)
10. Concept and History of Brown Power, Chicano Power and Need for Self-identification (4 hours)
Characteristics and needs of the Spanish-speaking community in Compton (2 hours) as seen by the local Mexican-American leaders
Importance of attitudes on part of project personnel as seen by the educational institution and the local Spanish-speaking community (2 hours)
11. Mexican-American Curriculum development by professional, para-professional and community volunteers (2 hours)
12. Role of the Bilingual Staff (2 hours)
Materials, resources, team work, methods, goals and evaluation

13. Role of Bilingual-Bicultural Instructional Aides in working with the local community (2 hours)
Interviewing and conference skills
Record-keeping
Confidentiality
Team work
Agencies and resources in Compton to help the non-English speaking
14. Role of the Instructional Bilingual Teacher Aide in the classroom (2 hours). Team work, direction resources, methods, goals, inspiration
15. Importance of evaluation (2 hours)
Introduction to evaluation tools

V METHODS OF INSTRUCTION

This course will be taught utilizing a practical application of the learning approach. Innovative techniques such as room seating arrangements in circle groups with a discussion leader, open ended meetings where the students will be asked to discuss any thought provoking question related to their lives, questions that may be directed to the "nature of bilingual education," and an educational-diagnostic meeting for an evaluation of whether or not teaching procedures in the class are effective will be utilized.

Lecture and workshop techniques will also be employed in the on-going development of instruction. The students will be expected to keep a notebook of practical ideas applicable to his work assignment and be actively participating in bilingual-bicultural education.

VI METHODS OF EVALUATION

Criteria for student evaluation in order of importance are:

- | | |
|--|-----|
| A. Achievement on essay examinations | 50% |
| B. On-going bilingual-bicultural projects for school or community use | 20% |
| C. Participation in educational-diagnostic meetings (feedback loops) | 20% |
| D. Classroom notebook | 5% |
| E. Continual and measurable progress | 5% |
| F. Attendance and tardiness will be taken into consideration in marginal cases | |

- G. The instructor will also take into consideration any creative and innovative projects in bilingual-bicultural education which in the opinion of professional educators and Hispanic civic leaders actually have contributed to the advancement and welfare of the Spanish speaking community. Humanistic projects which show future promise of community involvement and positive attitudinal changes even after the class has been terminated will be judged upon their merits and potential as an alternate method of evaluation for special recognition.

Examples of the above would be:

1. Unpaid hours of volunteer service to the Mexican-American community in the field of parent education under the direction of a credentialed, professional educator following the U.S. Office of Education Guidelines for implementing ESEA, Title VII projects.
2. Unpaid hours of volunteer service to the Mexican-American community in the field of early childhood education to those children too young to attend school or not already enrolled in Headstart or pre-school education (San Jose concept).
3. If qualified as a para-professional or in the opinion of the instructor qualified to participate in data gathering for measurement of the affective domain in the Mexican-American community, volunteer service in the research component of bilingual-bicultural education plan would be considered technical assistance.
4. Active volunteer participation in chartered Mexican-American organizations to develop a positive self-image for the Mexican-American resident would be recognized as relevant to the community client.

Volunteer participation in the above examples would be entirely an individual matter and would not be considered reason for non-attendance of scheduled classes and not satisfactorily passing the required mid-terms and final examinations of this course.

APPENDIX 8

INSERVICE TRAINING COURSE FOR TEACHERS -

DEVELOPED BY PROJECT DIRECTOR

INSERVICE TRAINING COURSE FOR TEACHERS DEVELOPED BY PROJECT DIRECTOR,
FRANK M. GOODMAN

I Procedure for Inservice Training and Classroom follow-up of the
bilingual methodology developed by the Project Teachers.

Four bilingual teachers will be used to teach in Spanish the four
classes of Spanish-speaking children who enter Jefferson School
with little or no knowledge of English.

Project staff teachers will continue to carry forward the basic
skills instruction in Spanish using "English As A Second Language"
techniques developed by the project staff to effectively teach the
new culturally relevant curriculum within the nature of bilingual
education. Intensive inservice training on a weekly basis will be
given to insure that the American-educated Spanish speaking teachers
learn and use successful Hispanic pedagogic and didactical techniques
when instructing in Spanish.

This will also prepare the staff to use the newly developed curricu-
lum materials and procedures properly and in an experimental educat-
ional nature.

Overall inservice bilingual workshop schedule will include 36 one
hour professional sessions with one session a week for 36 weeks.
(September 1971 thru June 1972.) This will be in addition to the
regularly scheduled district workshops and additional inservice
training needed to carry out the overall mission of the Compton
Bilingual Education Plan.

First Phase (3 sessions)

Session 1: Cultural Heritage of the Compton Latin American
Heritage children

Session 2: Material for classroom instruction of the culture
and heritage of the Mexican-American children

Session 3: Positive self-concepts related to language, cul-
ture and achievement

Second Phase (3 sessions)

Session 1: Language development and language patterning

Session 2: Dual language instruction

Session 3: Past, Present and Future development of project
dual language materials at appropriate grade
level

Third Phase (3 sessions)

Session 1: Investigation of appropriate manipulative devices,
pictures, and experience materials for verbalization

Oral

Sessions 2 & 3: Translation techniques of English language curriculum materials to Spanish

Fourth Phase (3 sessions)

Sessions 1 & 2: The bilingual team teaching approach

Session 3: Staff preparation of classroom developed dual language materials for dissemination to regular school staff

Fifth Phase (3 sessions)

Sessions 1 & 2: Study of formative bilingual education evaluation techniques

Session 3: Sharing of successes and problems with colleagues and administrative personnel

Sixth Phase (3 sessions) (feedback loop)

Sessions 1-2-3: Exploration of new bilingual materials, techniques and feedback revision of the overall plan for the 3rd year.

Seventh Phase (3 sessions)

Sessions 1 & 2: On-going and continuous evaluation both formative and research design

Session 3: How to conduct a parent-community seminar

Eighth Phase (3 sessions)

Sessions 1 & 2: Rating scales, observational records, check off lists and other devices developed by the 3rd year project staff for evaluation of criterion referenced measurements

Session 3: Preparation for the development of the 4th year Bilingual Program

Ninth Phase (3 sessions)

Sessions 1 & 2: Study of bilingual findings and their potential adaptation to the Compton Bilingual Plan.

Session 3: Continual bilingual bicultural program development with community advisors

Tenth Phase (3 sessions)

Sessions 1 & 2: The theory of the interaction of language usage and social domain

Sessions 3: Encouraging and implementing volunteer and concerned citizen services

Eleventh Phase (3 sessions)

Session 1 & 2: Study of Dr. Rolf Kjolseth paper on "Bilingual Education Program in the United States: For Assimilation or Pluralism?"

Session 3: Home interview questionnaires and opinionnaires for parents of the Bilingual Project children

Twelfth Phase (3 sessions)

Sessions 1 & 2: Experimenting, measuring and evaluating within the bilingual classroom

Session 3: Professional bilingual educational services for the community

These professional teacher inservice training sessions will be closely coordinated with the Compton College Inservice Training Course for Para-professional personnel.

The following professional books will be used as active references for the certificated inservice training sessions:

1. Mager, Robert F.,
Preparing Instructional Objectives
2. Batchelder and Hardy,
Using Sensitivity Training and The Laboratory Method
3. Valette, Rebecca,
Modern Language Testing - A Handbook
4. Henriquez, Urená, Max,
Programa de Gramatica Castellana, Primer Curso
5. Adam, Felix,
Tecnicas de Ensenanza
6. De Mattos, Luiz Alves,
Compendio de Didáctica General
7. Glasser, William,
Schools Without Failure